

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138  
SUNRISE RIVER ELEMENTARY SCHOOL, MEDIA CENTER  
37775 GRAND AVE  
NORTH BRANCH, MN 55056  
SCHOOL BOARD WORK SESSION  
APRIL 24, 2025  
5:30 PM**

**AGENDA**

- I. Call to Order
- II. Roll Call
- III. Pledge of Allegiance
- IV. Superintendent's Report 2
- V. Work Session Topics
- A. Spotlight: Sunrise River Elementary School 13
- VI. Adjournment

# Superintendent Update

April 24, 2025

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# At the forefront of educational excellence



## **WHAT WE INTEND TO CREATE**

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

## **OUR PURPOSE**

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

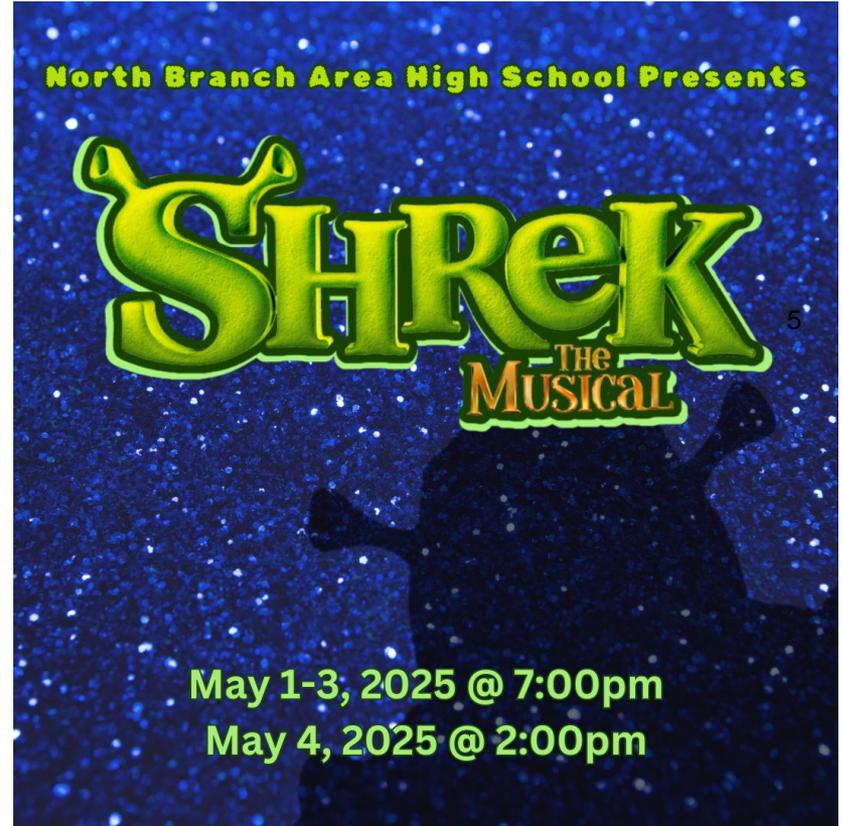
# Celebrating Honor Roll students



NBAMS is using social media to celebrate Honor Roll and On a Roll students. See photos from [6th](#), [7th](#), and [8th grade](#) on social media.

# Shrek the Musical

Tickets for Shrek The Musical can be purchased at the [NBAHS GoFan page](#). General admission is \$12.



# Lemon Aces the ACE program



Alexis Lemon became the latest high school student to complete the Ford ACE program in April!



# 2025 Students of Excellence Ceremony



## Rachel Anderson

- Captain of Knowledge Bowl
- Secretary of National Honor Society
- Member of Student Council

## Jack Baker

- Captain of the wrestling team
- Officer of National Honor Society
- Member of Student Council

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## Ashley Bistodeau

- Captain of Golf and Tennis, and also played on the Varsity Basketball team
- Secretary of Student Council
- Member of National Honor Society

## Jackson Thelander

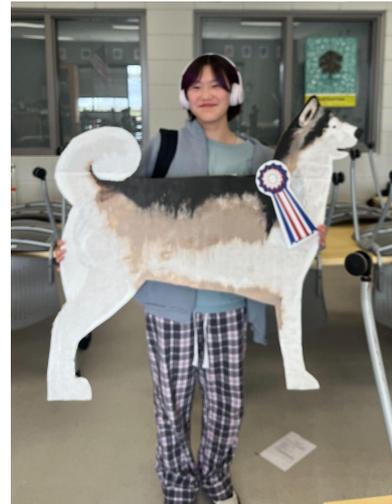
- Captain of Knowledge Bowl
- President of National Honor Society
- Holds the rank of Cadet Major in our AFJROTC Program Participated in the American Legion Boys State

# First Annual NBAHS AKC Dog Show



First annual NBAHS AKC dog show  
Students in Small Animal Science courses participated in the first annual NBAHS AKC Dog Show. They competed in a bracket-style showdown with others to be awarded the coveted “Best in Show” prize by their peers. Winners were:

- Sevrin B. With his French Bulldog
- Kadence S. With her Doberman Pinscher
- Addison L with her Alaskan Malamute.



Congratulations!

# Vehicle Fair - May 22



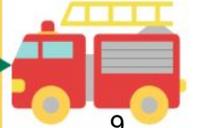
Join us for the Vehicle Fair on May 22, 5:30-7:30 pm!

- Put on by Community Ed and Early Childhood
- FREE community event boasts emergency vehicles, construction equipment, food trucks for treats, and other assorted vehicles that kids love!
- NBAEC Bus Corral



**Join us for a  
Vehicle Fair**

**This a FREE community event for hands on exploration of vehicles in our community! All ages are welcome.**



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**Thursday, May 22  
5:30-7:30 PM  
North Branch Education Center  
Bus Corral  
38705 Grand Ave.  
North Branch, MN 55056**

- **Emergency Vehicles**
- **Garbage Truck**
- **Construction Equipment**
- **School Bus**
- **Food/Ice Cream Truck For Purchase**
- **Semi Truck**



**This event is hosted by North Branch  
Community Education and Early Childhood**

# REMINDER: NBAEF hosts Purse and Yeti Bingo

The NBAEF is hosting Designer Purse and Yeti Bongo on Sunday, April 27

- Where: Lent Town Hall
- When: doors open at noon
- Event is unlike other purse bingo events; the winner has the choice of purse, Yeti, cash, or combo!

Proceeds from the event will be used to enhance the educational opportunities of NBAPS students. Thanks NBAEF!



**DESIGNER PURSE AND YETI®**

**BINGO**

**YOUR CHOICE: PURSE, YETI, CASH, OR COMBO!**

Sunday April 27th, 2025    Lent Townhall - Stacy, MN

- Package Sales Only
- 11 Games
- \$30/\$45 Packages
- Must go Coverall for Cash up to \$1,000!
- The Fuse will be hosting a Cash Bar & Snacks for Purchase

Doors Open AT 12:00pm  
Sales Open AT 1:00pm  
Bingo Starts AT 2:00pm

**Cash Only Event!**  
Saving Seats IS Allowed

  **YETI** 

Fundraiser proceeds go to support our Mission: Dedicated to enhancing opportunities to achieve excellence for students in the North Branch Area Public School District ISD #138

**NBAEF**  
NORTH BRANCH AREA EDUCATION FOUNDATION  
DEDICATED TO EDUCATIONAL EXCELLENCE SINCE 2008

# Walk and Roll to School - May 7



Wednesday  
May 7

**North Branch  
Area Library**  
(6355 379th St.)

**Meet at 7:05 am**  
**Walk/bike starts**  
**at 7:15 am**



This spring's Walk and Roll to School event is

- Wednesday, May 7
- NB Library
- Gather at 7:05 am
- Walk/Roll starts at 7:25 am

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## Walk and roll to School

- Spend time with friends
- Get exercise
- Have fun!



NBAPS is so grateful for its partners - the City of North Branch, NBFD, NBPD, and the Chisago County SHIP program, as well as all those who join these wonderful events!





**Sunrise River<sup>13</sup>  
School**

Spotlight Presentation 4.24.25

# The Sunrise Experience! Sharing culture

Out and about



JA Biztown

Children's Museum



Snowshoeing at Wild River



Vikings Pride

Aging gracefully



100 Day Smarter

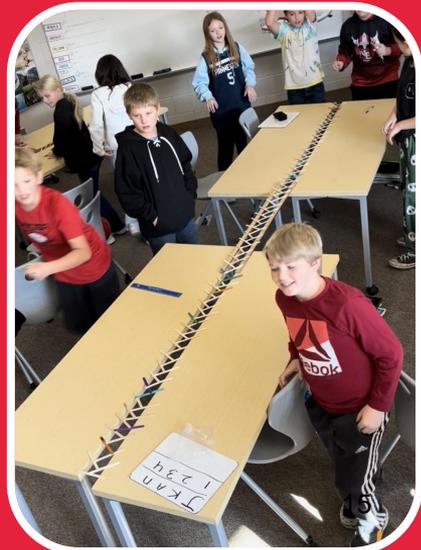


Native American History



Music Concert





Learning,  
Learning,  
& Learning



Special Guests!

Let's take a mini field trip to walkthrough  
Sunrise!

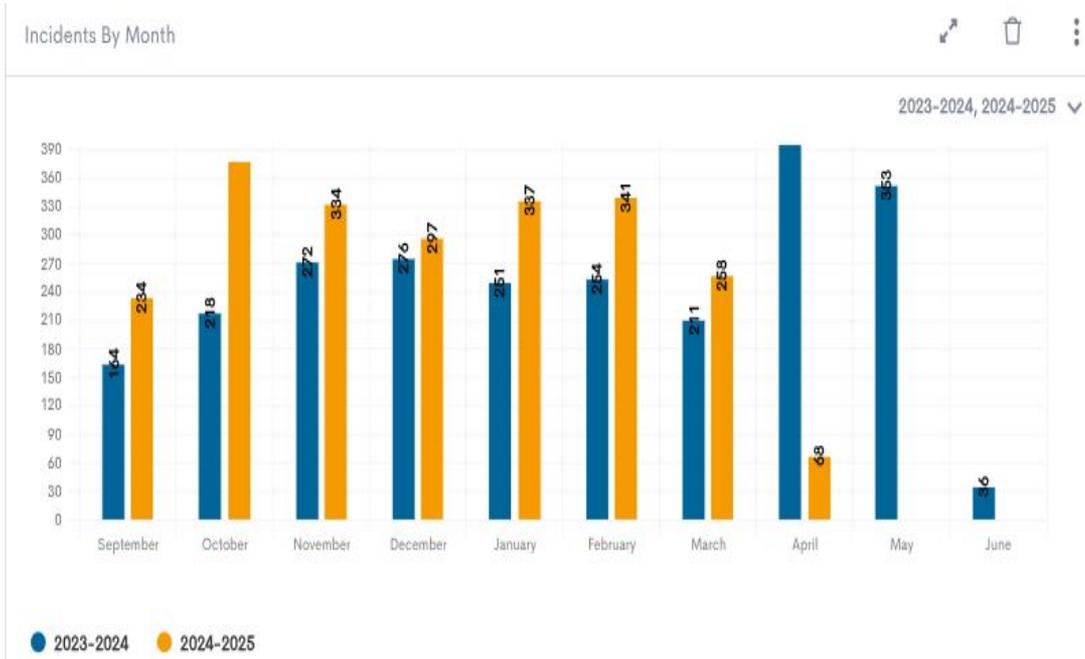


## LIFE SKILLS GOAL

**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 personalized intervention to support an increase of desired behaviors.



# SRS: Behavior Referral Data



Current Life Skill Goal  
Progress Data:

0-2 Referrals = 86.40%  
3-5 Referrals = 5.1%<sup>18</sup>  
6+ Referrals = 8.50%

## Reflections:

- Family Engagement and Transparent Communication
- Data-Informed, Student-Centered Approach
- Collaborative Problem-Solving and Staff Ownership

All students with three or more referrals have been reviewed through the Problem Solving process (PST).



# Spotlight: Life Skills Action Steps

Scheduled/  
Unscheduled  
Breaks

Focus  
Room:  
Behavior  
Processing

SKOL  
Slips &  
Student  
Store

Reviewing  
and  
reteaching  
expected  
skills based  
on behavior  
referrals

Check-in/  
Check-out

Calming  
Corners

Increase in  
parent  
communication

## What's Working?



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Morning Meeting  
life Skills  
Instruction-Be  
Good People

## 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.



# Early Reading Interim Assessments



| 1st Grade          | Letter Names- Uppercase | Letter Names - Lowercase | Consonant Sounds | Digraphs | High Frequency Wordsm 35 | Short Vowel Sounds | Long Vowel Sounds | Vowels Within Words | Short Vowels in CVC words | short vowels in 2 syllable words |
|--------------------|-------------------------|--------------------------|------------------|----------|--------------------------|--------------------|-------------------|---------------------|---------------------------|----------------------------------|
| Fall Proficiency   | 76.44%                  | 63.22%                   | 70.69%           | 36.21%   | 16.67%                   | 45.40%             | 36.78%            | 69.54%              | 57.47%                    | 9.20%                            |
| Winter Proficiency | 94.22%                  | 89.08%                   | 93.10%           | 90.80%   | 51.15%                   | 83.33%             | 85.06%            | 80.46%              | 82.76%                    | 21.24%                           |
| Spring Proficiency |                         |                          |                  |          |                          |                    |                   |                     |                           |                                  |
| GROWTH             | 17.78%                  | 25.86%                   | 22.41%           | 54.60%   | 34.48%                   | 37.93%             | 48.28%            | 10.92%              | 25.29%                    | 12.64%                           |

| 2nd Grade          | short vowels in 2 syllable words | Consonant Blends with Short Vowels, Digraphs, Blends | VCe Words | VCe Words with 2-syllables | R-Controlled Vowels | Long Vowel Spelling | Long Vowel 2 syllable | Hard and soft c and g | -le    | Inflections and common Suffixes |
|--------------------|----------------------------------|--|-----------|----------------------------|---------------------|---------------------|-----------------------|-----------------------|--------|---------------------------------|
| Fall Proficiency   | 45.64%                           | 44.10%   | 41.54%    | 22.05%                     | 42.56%              | 28.72%              | 0.00%                 | 13.85%                | 7.69%  | 14.36%                          |
| Winter Proficiency | 64.62%                           | 69.23%   | 69.74%    | 45.13%                     | 72.31%              | 57.95%              | 0.00%                 | 36.41%                | 25.13% | 38.97%                          |
| Spring Proficiency |                                  |  |           |                            |                     |                     |                       |                       |        |                                 |
| GROWTH             | 18.97%                           | 25.13%   | 28.21%    | 23.08%                     | 29.74%              | 29.23%              | 0.00%                 | 22.56%                | 17.44% | 24.62%                          |

## Reading Professional Development

LETRS: Language Essentials for Teachers of Reading and Spelling

SY25: Volume 1 = 10 participants  
Volume 2 = 15 participants

85% of Teachers been through training

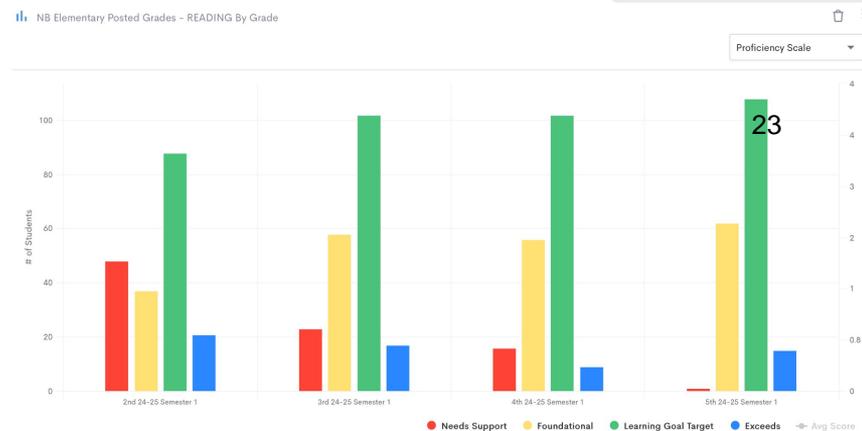
- EC this year
- K-Grade 5 - Volume 1 & Volume 2
- Grade 6 - Volume 2



# Reading Formative Classroom Data



| Grade Level | Meets/Exceeds |
|-------------|---------------|
| Grade 1     | 87.3%         |
| Grade 2     | 56.2%         |
| Grade 3     | 59.5%         |
| Grade 4     | 60.6%         |
| Grade 5     | 66.2%         |



## Using Interim Assessments to see growth over time

| <b>Grade Level</b> | <b>Modest to Aggressive</b> |
|--------------------|-----------------------------|
| Grade 1            | 81.7%                       |
| Grade 2            | 75.8%                       |
| Grade 3            | 70.8%                       |
| Grade 4            | 70.6%                       |
| Grade 5            | 70.7%                       |



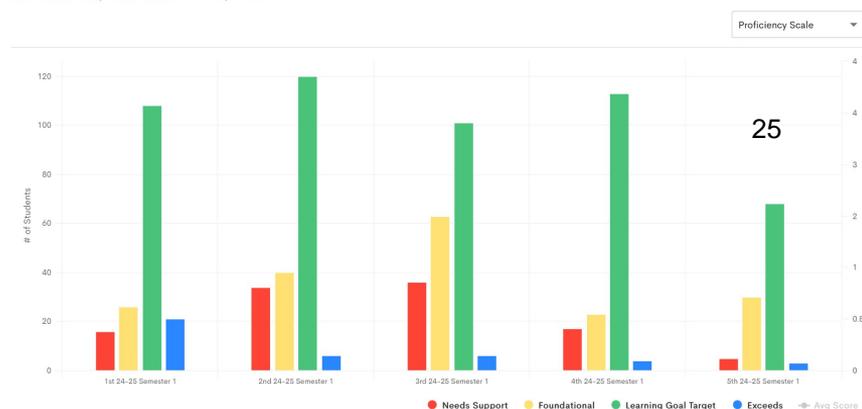
**FastBridge Learning**

# Math Formative Classroom Data



| Grade Level | Meets/Exceeds |
|-------------|---------------|
| Grade 1     | 75.5%         |
| Grade 2     | 63%           |
| Grade 3     | 51.9%         |
| Grade 4     | 74.5%         |
| Grade 5     | 67%           |

NB Elementary Posted Grades - MATH By Grade



## Using Interim Assessments to see growth over time

| Grade Level | Modest to Aggressive |
|-------------|----------------------|
| Grade 1     | 82.1%                |
| Grade 2     | 92.6%                |
| Grade 3     | 78.1%                |
| Grade 4     | 73.3%                |
| Grade 5     | 71%                  |



**FastBridge Learning**

# Classroom Examples - 1st



| Grade 1 ELA<br>W5-Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience |   | Student Learning Activities and Assessments |
|--|---|---|
| 4<br>Complex Content<br>Performance beyond what a standard requires  | <ul style="list-style-type: none"> <li>I can organize my writing with a clear beginning, middle, and end.</li> </ul>  |   |
| 3<br>Target Content<br>Level of learning required for all students   | <p><b>Write to inform or explain, identifying a topic and stating facts about the topic. 1.2.5.1</b></p> <ul style="list-style-type: none"> <li>I can pick a topic and write an informative text that shares several facts about it.</li> <li>I can use descriptive details to help explain my topic better.</li> </ul>   |   |
| 2<br>Simple Content<br>Basic knowledge or skills necessary for proficiency in the target content   | <p><b>Write to respond to a story. 1.2.5.2</b></p> <ul style="list-style-type: none"> <li>I can write a simple response to a story, sharing my thoughts and feelings about what happened.</li> </ul> <p><b>I can define important vocabulary such as:</b></p> <ul style="list-style-type: none"> <li>Topic</li> <li>Fact</li> <li>Informative</li> <li>Explanatory</li> <li>Organize</li> <li>Audience</li> </ul> |   |
| 1<br>With help, partial success with score 2 and 3 content   | <p>I will:</p> <ul style="list-style-type: none"> <li>Demonstrate partial success with help on score 2 and score 3 content</li> </ul>   |   |

Holly

The treefrogs use their features to be safe.

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Tree frogs hunt at night so they don't get attacked by predators.

They also have a special chemical so they don't freeze during hibernation.

# Classroom Examples - 3rd



| Grade 3 ELA<br>R1-Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. |  | Student Learning Activities and Assessments |
|--|--|---|
| 4<br>Complex Content<br>Performance beyond what a standard requires  | <input type="checkbox"/> I can read and understand challenging texts, explaining how advanced word patterns change meaning.<br><input type="checkbox"/> I can teach my classmates about how sounds and word parts work in English by creating a lesson or presentation.<br><input type="checkbox"/> I can use previously learned affixes in my personal writing.   |   |
| 3<br>Target Content<br>Level of learning required for all students   | <p><b>3.1.1.2 Benchmark: Know and apply grade-level phonics and word analysis skills in decoding words:</b></p> <input type="checkbox"/> I can identify and explain the meanings of common prefixes and suffixes.<br><input type="checkbox"/> I can decode multisyllabic words accurately and fluently.<br><input type="checkbox"/> I can read and recognize irregularly spelled words with accuracy and automaticity. <p><b>3.1.1.3 Benchmark: Read grade-level texts fluently with sufficient accuracy, rate, and expression to support comprehension.</b></p> <input type="checkbox"/> I can define vocabulary critical to the text.<br><input type="checkbox"/> I can read aloud grade-level text with appropriate accuracy, rate, and expression.<br><input type="checkbox"/> I can use context clues and prior knowledge to determine the meaning of unfamiliar words. |   |
| 2<br>Simple Content<br>Basic knowledge or skills necessary for   | <p><b>3.1.1.2 Benchmark: Know and apply grade-level phonics and word analysis skills in decoding words:</b></p> <input type="checkbox"/> I can understand phonics rules.<br><input type="checkbox"/> I can decode multisyllabic words.   |   |

**Part 1:** Write the word your teacher says out loud:

|                         |                      |
|-------------------------|----------------------|
| 1. <u>biceps</u> +2     | 2. <u>bicycle</u> +2 |
| 3. <u>multisport</u> +2 | 4. <u>tripel</u> +2  |

**Part 2:** Circle the best answer for each question.

5. Which word most nearly means "a figure with three sides"?
- triad
  - triangle +1
  - triennial
  - bicep
6. Which word most nearly means "many colors"?
- multicolored
  - multilevel +1
  - bipedal
  - triad

**Part 3:** Answer the question with a sentence that USES the bolded word and that shows you know what the word and its morpheme mean.

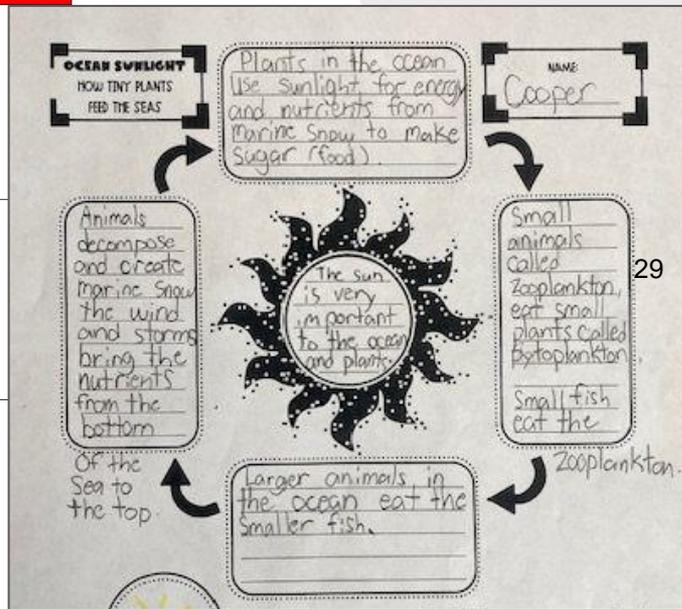
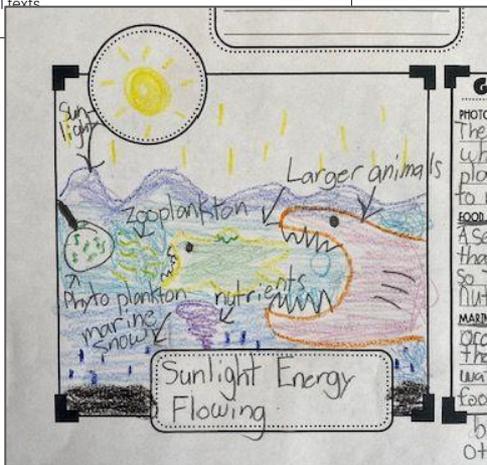
7. Give an example of a **multigenerational** household.
- +3 A multigenerational household is a house that has different generations like a house that has a uncle a cousin and your family ID it.
8. What **multilevel** building have you been in?
- +3 I have been in a hotel which is a multilevel building because it has many levels.

# Classroom Examples - 3rd



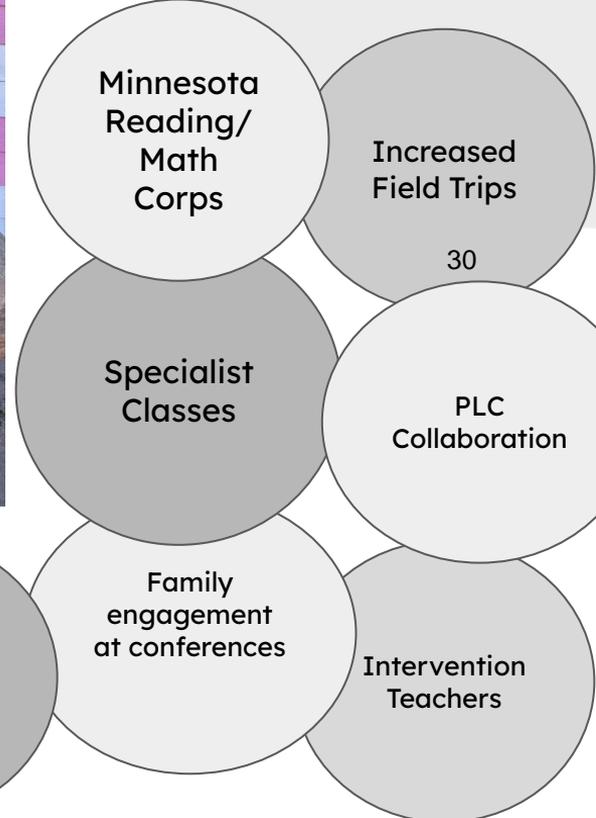
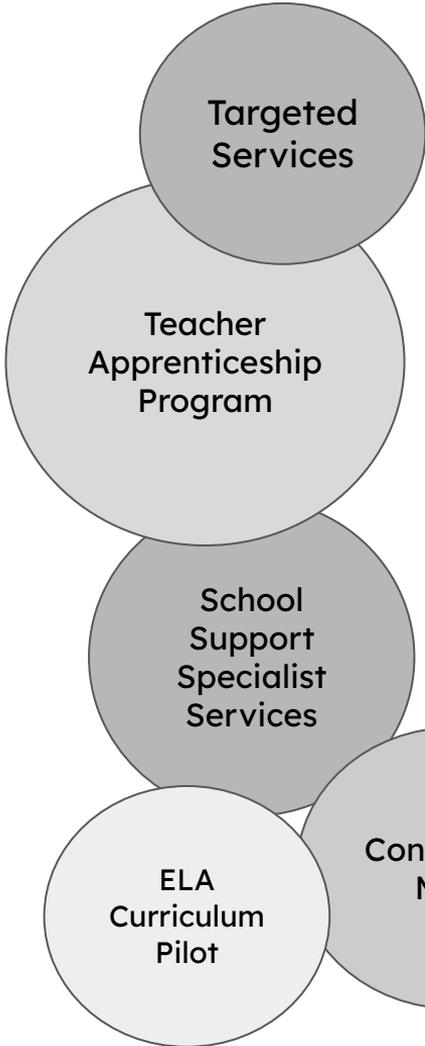
\*\*Student Version

| Grade 3 ELA  |   | Student Learning Activities and Assessments |
|--|---|---|
| <p><b>R8-Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b></p> |   |   |
| <p>4<br/>Complex Content</p> <p>Performance beyond what a standard requires</p>  | <p>In addition to score 3 performance, the student will demonstrate in-depth analysis and application beyond what was taught, for example:<br/> <b>Create a presentation or report analyzing how specific words and phrases contribute to the overall meaning and tone of a text.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can analyze the impact of vocabulary on the author's purpose and message.</li> <li><input type="checkbox"/> I can compare and contrast the use of vocabulary in two different texts to show how word choice changes style and meaning.</li> </ul> |   |
| <p>3<br/>Target Content</p> <p>Level of learning required for all students</p>   | <p><b>3.1.8.2 Benchmark: Determine the meaning of general academic and domain-specific vocabulary and phrases in informational text.</b></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can infer the meaning of unfamiliar vocabulary using clues from the text.</li> <li><input type="checkbox"/> I can identify and explain the meaning of subject-specific vocabulary in an informational text.</li> <li><input type="checkbox"/> I can use glossaries or dictionaries to find meanings of new words and phrases in informational texts.</li> </ul>       |   |



**Spotlight:  
Academic Goal Action Steps**

# What's Working?



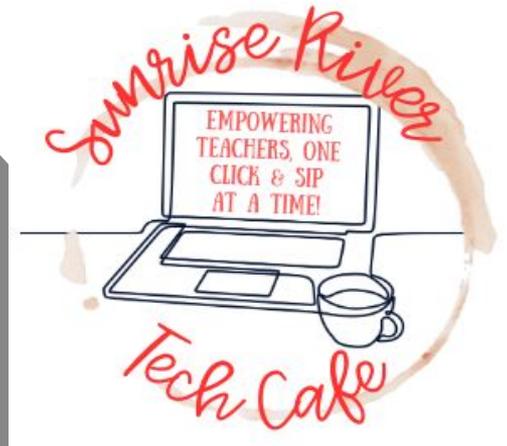


# Technology

- Hands-on and exploration
  - Touch Screens with badge sign-on for 1st & 2nd grade
  - Allowing differentiation
  - Makerspace Clubs (4th & 5th grade)
    - 3D printing
    - Coding
  - Devices available for each grade level
  - Technology Cafe - Staff PD
  - Project Lead the Way- Launch
    - Robots - coding and design



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Questions?

Thank you!

