

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
NORTH BRANCH AREA EDUCATION CENTER, BOARD ROOM, ROOM C120,
38705 GRAND AVENUE, NORTH BRANCH, MN 55056
SCHOOL BOARD WORK SESSION
THURSDAY, OCTOBER 23, 2025
5:30 PM**

AGENDA

Notice is hereby given that the School Board of North Branch Area Public Schools will hold a School Board Work Session on Thursday, October 23, 2025 at 5:30 PM in the North Branch Area Education Center, Board Room, Room C120, 38705 Grand Avenue, North Branch, MN 55056.

- I. Call to Order
- II. Roll Call
- III. Pledge of Allegiance
- IV. Superintendent's Update 2
- V. Work Session Topics
 - A. Building Goals 25
- VI. Adjournment

Superintendent Update

October 23, 2025

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Professional Learning Across NBAPS



Early Education: New tools for accommodations, IEP progress monitoring training, and Trauma-Informed Care strategies.

Elementary (K–5):

- *Literacy:* Arts & Letters Curriculum training with ongoing coaching.
- *Math:* Grades 3–5 trained on 8 math practices (new standards).
- *Special Education:* SPIRE literacy curriculum PD for alignment.

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Middle School: Co-planning time; English Language Arts/Special Education curriculum training.

High School: Reviewed new behavior procedures; PD on Competency-Based Learning (standards, proficiency scales); extended math PD.

Norse ALC: Redesigning learning environment with interdisciplinary, high-interest projects.

District: Superintendent attended training for education finance; Superintendent presented at National Conference and joined federal advocacy for workforce

Growing Vikings: Facilities Update and Next Steps



- North Branch is growing -over 1,200 new housing units in development.
- NBAPS conducted a year-long facilities study with ATS&R (same architects from 2017 bond) to plan for future needs.
- Grade 1 will move to the Education Center in 2026–27 to expand early learning opportunities.
- District offices relocating to the middle school to maximize use of existing space.
- NBAPS does not need bonding support from our communities; adjustments are being made within current facilities and budget.
- Next steps: Impacted staff will participate in walkthroughs of redesigned spaces; district is finalizing budget plans with ATS&R.
- Reflects NBAPS' commitment to growth, stewardship, and serving our Viking community efficiently.



Family Satisfaction Survey

2025





Survey Process

- An online survey was created to gather feedback from families regarding their satisfaction with NBAPS.
- The survey was available via multiple modes: included in the District newsletter and sent out by building leaders and district email several times during the survey window.
- The survey window was open from October 2 - October 21 , 2025.



Survey participation provide both quantitative data and opportunities for ongoing conversation.

- The 2025 NBAPS Family Survey received approximately 260 responses.
- Participation was consistent across grade bands: Birth- Pre-K, K-5, 6-8, 9-12.
- The participation rate provides a reliable snapshot of family perspectives across the district.
- Opportunities for individualized follow-up were offered, and many families chose to share contact information for continued dialogue.
- Open-ended feedback offered detailed insights into what individual families perceive as strengths and where they see opportunities for growth.



Analyzing Survey Feedback

- Survey window closed on Wednesday, October 21.
- Survey themes were reviewed with Leadership team.
- Survey themes discussion with school board on October 23, 2025.
- Survey respondents requesting individualized follow-up conversations are being contacted by the respective building leaders. Superintendent Paul will follow up regarding questions that spanned across buildings/programs.



Representation across Pk-12+

Please select all of the options that your child(ren) represents:

260 responses



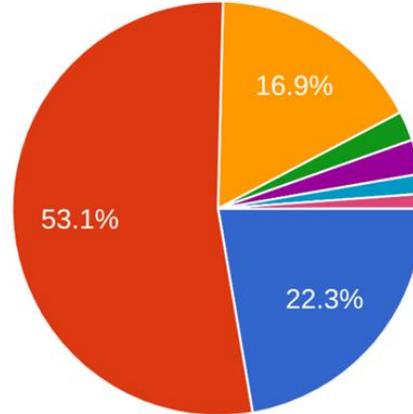


Families Express High Satisfaction Across All Grade Levels

I am satisfied with the education my child(ren) is receiving.

260 responses

Families described caring teachers, supportive staff, and positive school experiences



- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree
- No opinion



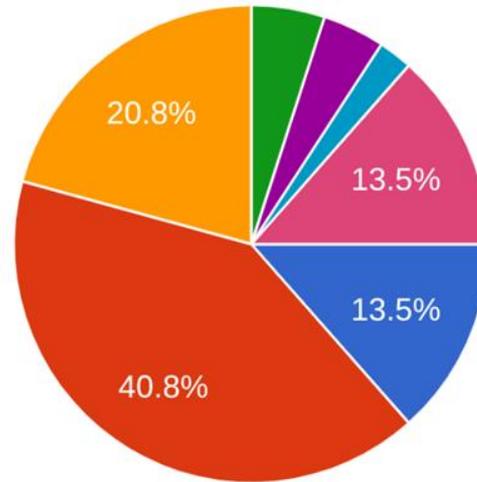
Perceptions of Educational Quality Improving Over Time

I believe the quality of education has been improving over time.

260 responses

Families who expressed “*No opinion*” typically did so because they are new or early in their NBAPS experience and lack historical context.

Families who *disagreed* most often cited broader concerns about the direction of public education, not NBAPS performance specifically.



- Strongly Agree
- Agree
- Somewhat Agree ¹¹
- Somewhat Disagree
- Disagree
- Strongly Disagree
- No opinion

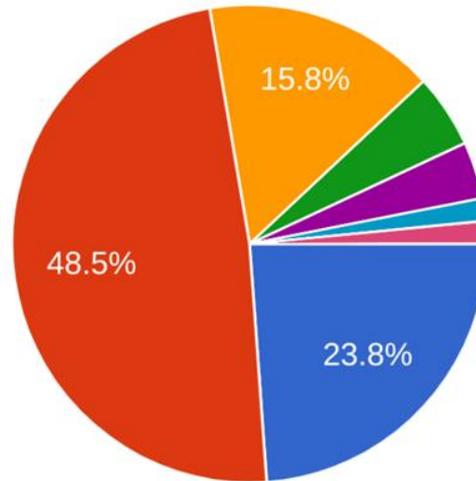


Communication Rated High for Timeliness and Clarity

I feel informed by the communication I receive from the school(s) and district.

260 responses

- Families noted that messages from both schools and the district are more timely, easier to understand, and consistent.
- Principal newsletters, email updates, and social media were highlighted as effective tools for staying informed.
- Consistent messaging is a strength, with opportunities to further simplify and streamline updates for families.





Families Seek Continued Communication About Safety and Daily Procedures

Operational safety communication is a top interest area.

Families value clarity on everyday safety practices, particularly those involving arrival, dismissal, and student transportation.

Safety Coordination emphasized.

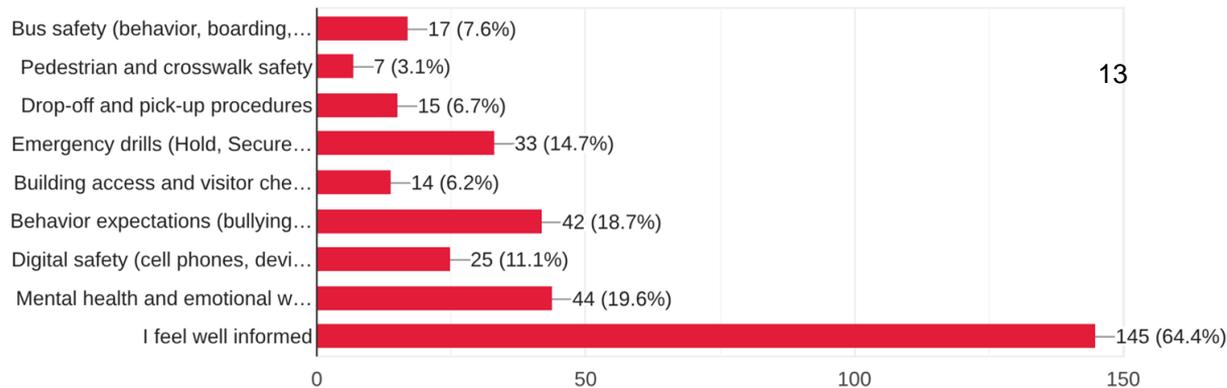
Families expressed appreciation of coordinated safety messaging that connects across the district, and law enforcement.

Requests are proactive, not reactive.

Families did not express fear or dissatisfaction, rather, they want ongoing, clear information that reinforces student safety and helps them follow procedures correctly.

My family would like more information about the following areas (Select all that apply):

225 responses



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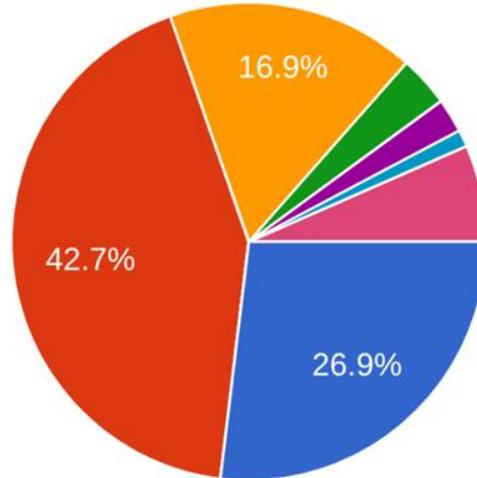


Viking Pride Visible Across the Community

I see and hear North Branch Viking Pride throughout our communities.

260 responses

- High and rising recognition of NBAPS visibility and community engagement
- Families note presence at events and strong school-community connection



- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree¹⁴
- Disagree
- Strongly Disagree
- No opinion

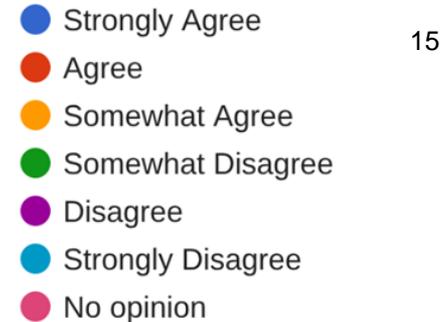
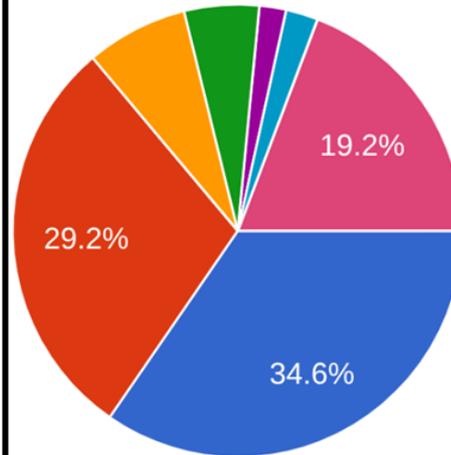


Cell Phone Policy Viewed as Supportive of Learning Focus

I believe the school district's restrictions on cell phones are positively impacting my student's education.

260 responses

- Families largely view the cell phone policy as effective in reducing distractions and improving focus during learning.
- Some respondents noted variation in implementation and encouraged continued consistency and communication about expectations.



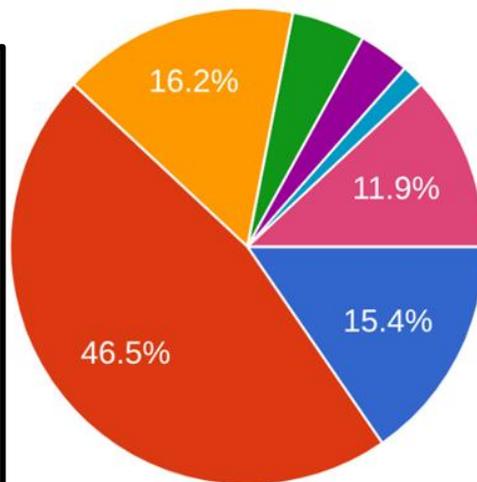


Families Appreciate Visible Results

I believe the district delivers meaningful results for the investment made by our community.

260 responses

- Families noted visible results from community investment, including facility improvements, expanded academic programs, and increased student opportunities.
- Some families pointed to state funding constraints that impact districts across Minnesota.



- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree
- No opinion

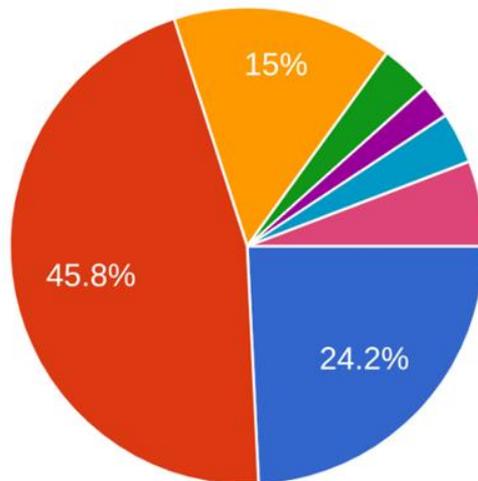


Nine in Ten Families Would Recommend NBAPS

I would recommend North Branch Area Public Schools to other families.

260 responses

- Nine in ten families would recommend NBAPS.
- Responses were consistent across grade levels, indicating broad family support for their school experiences.



- Strongly Agree
- Agree
- Somewhat Agree¹⁷
- Somewhat Disagree
- Disagree
- Strongly Disagree
- No opinion

NBAPS Families Report Continued Satisfaction and Progress



Key trends from 2022-2025

- Satisfaction levels remain consistently high.
- Perceived educational quality has improved each year since first measured in 2023.¹⁸
- Likelihood to recommend NBAPS continues trending upward, reflecting growing confidence and positive district reputation.



Birth–PreK: Strong Foundations and Expanding Early Learning Opportunities

Satisfaction Range: Approximately 95–98%

Key Takeaways:

- Families praised nurturing staff, strong relationships, and welcoming early learning environments.
- Appreciation was expressed for the district’s expansion of preschool opportunities.
- Families reported feeling connected and well-informed.

Growth Opportunities:

- Clarify communication about readiness expectations and program options.
- Continue refining the before/after-school care registration process for ease of use.



K-5: High Satisfaction and Strong Family Connections in Elementary Grades

Satisfaction Range: Approximately 90–95%

Key Takeaways:

- Families highlighted dedicated teachers, strong communication, and positive classroom environments.
- Welcome Days and family engagement opportunities were highly valued.
- Students are viewed as supported both academically and socially.

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Growth Opportunities:

- Address classroom behavioral disruptions to maintain productive learning environments.
- Expand enrichment opportunities in art, music, and STEM.
- Continue balancing digital and hands-on learning experiences.



6-8: Supportive Staff and Communication Gains in Middle School

Satisfaction Range: Approximately 85–90%

Key Takeaways:

- Families appreciated caring teachers and staff who build supportive relationships.
- Communication was noted as improving, with families feeling more informed.
- Positive feedback for cell phone expectations and WIN time structures.

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Growth Opportunities:

- Strengthen classroom behavior and engagement supports.
- Increase visibility of student support systems for social and emotional needs.



9-12: Career Readiness and Academic Opportunities Highlight High School Experience

Satisfaction Range: Approximately 88–92%

Key Takeaways:

- Families praised career and technical education pathways and college credit opportunities.
- Teachers were recognized for preparing students for postsecondary success.
- Communication and responsiveness were described as stronger than in prior years.

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Growth Opportunities:

- Ensure consistency in academic expectations and follow-through across classes.
- Maintain ongoing communication and visibility from school leadership.
- Explore expanded elective and real-world learning opportunities.



District Themes: High Family Satisfaction and Shared Focus on Student Support Systems

Overall Satisfaction Range: Approximately 90–93%

Key Takeaways:

- Families across grade levels reported strong satisfaction and appreciation for caring²³ staff.
- Communication and welcoming environments remain district strengths.
- Families report clear progress in engagement and school-community connection.

Growth Opportunities:

- Continue strengthening student support systems and approaches for addressing behavior disruptions.
- Maintain focus on academic consistency and clear communication about what students are learning.
- Build on family engagement efforts that foster belonging and partnership



Building Goals 2025-26 Goals



25

School Board Work Session
October 23, 2025

Vision- What we intend to create



Inspire dreams, build integrity and instill hope in our²⁶ 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.



Where are we going? - ACADEMIC GOAL



Preschool Academic Goal:

By June 1, 2026, at least 80% of preschool students will be at or above age-level expectations in early literacy and early mathematics, as measured by *Teaching Strategies GOLD* objectives 15a, 16a, 20a, and 20c using spring checkpoint data and students yet to demonstrate evidence of meeting learning goal targets will have a personalized learning path showing growth to proficiency.

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Education
Center

How will we get there? ACADEMIC GOAL



Preschool

- Teacher collaboration through Professional Learning Communities (PLC)
 - Use Teaching Strategies Gold (TS Gold) data to plan instruction and interventions
- All preschool teachers fully trained in EC LETRS & implementing practices into daily instruction
- 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 2025-26 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 personalized plan to support an increase of desired behaviors.

Education
Center



How will we get there? LIFE SKILLS GOAL



Clarity of expectations, rules and procedures

- Explicit teaching/video modeling of cafeteria and playground expectations and routines

Affirmative attention

- Continued staff development
- Monitoring/coaching through teacher observation

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Response continuum

- Building wide implementation of classroom calming areas
- Focus room provides proactive and 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 Quick Wins

- Welcome Days attendance for preschool = 100%
- Welcome Days attendance for kindergarten = 98%
- Personalized learning paths identified and in action
 - Math/ELA/Life Skills interventions
 - Targeted Services
- Continued growth of our teacher apprenticeship partnership with Child Care Aware of MN - currently 7 Educational Assistants working toward their teaching licensure.



**Strong Partnerships
Among Staff**



**So much
JOY!**



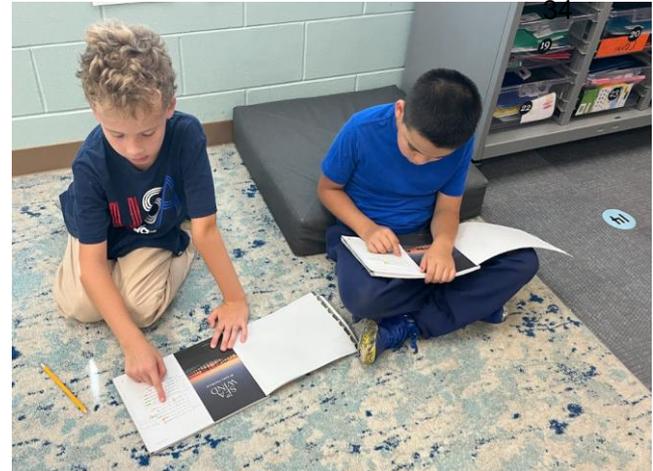
**Strong Partnerships
with Families**

Where are we going? ACADEMIC GOAL



By June 1, 2026, **70% (increased from 64.4)** of **K-5 students** will meet or exceed grade-level expectations in reading and math, as measured by semester two grades. For the students not yet meeting grade-level expectations, **individualized support plans will be developed to address their needs and help them achieve their personal growth goals as measured by FastBridge assessments.**

**K-5
Elementary**



How will we get there? ACADEMIC GOAL



High-Quality Instruction

- Strengthen Tier 1 classroom instruction through evidence-based literacy and math practices. - *New ELA curriculums (Spire and Arts and Letters)*
- Math Curriculum review to align with the 2022 Math Standards.
- Provide targeted small-group and individualized interventions for students below grade level.

Collaboration and Professional Development

- Teacher collaboration through Professional Learning Communities (PLC)
 - Use of formative, interim, and summative assessment data to plan instruction and interventions

Standards for best practices in grading

- A grade/score will communicate what a student actually knows and understands.
- The assessments will link to our priority areas of learning.

**K-5
Elementary**

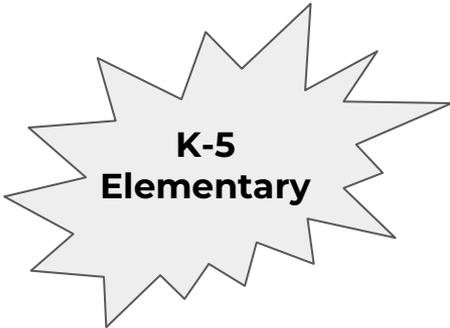


Where are we going? - LIFE SKILLS GOAL



Throughout the 2025-26 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 plan to support an increase of desired behaviors.

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2nd Grade All Stars

How will we get there? LIFE SKILLS GOAL



Affirmative attention

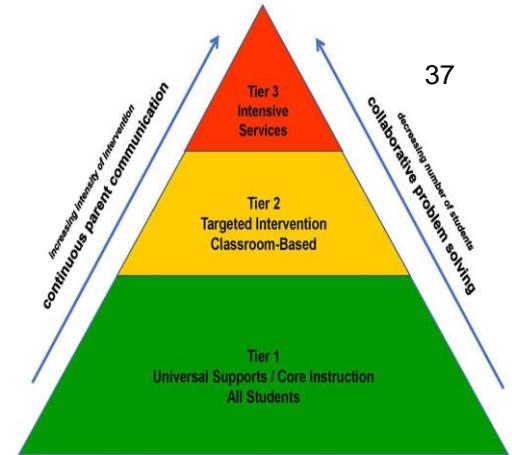
- Continued staff development
- Monitoring/coaching through teacher observation

Response continuum

- Building wide implementation of classroom calming areas
- Focus room provides proactive and targeted behavior support
- Utilize resources and support (SCRED support- Social Behavior Services Coordinator)

School wide expectations

- Explicit teaching of Lunchroom and recess expectations - focus area
- Sunrise Way Assembly and school wide incentives for engagement
 - SKOL Slip Store
 - Sunrise All Stars and Awards



K-5 Elementary Quick Wins

- Welcome Days Attendance >95%
- Personalized learning paths identified and in action
 - Math/ELA/Life Skills interventions
 - Targeted Services
- Continued growth of our teacher apprenticeship
- Fields Trips are taking place across the entire building
- New ELA curriculum implemented

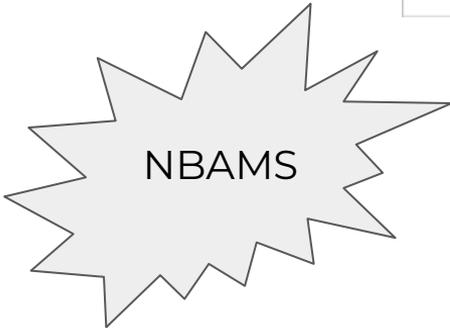


Where are we going? ACADEMIC GOAL



Throughout the 2025-2026 school year, 80% of all grades at NBAMS will be a C- or above in all courses. Students not earning a C- or better will be provided with intervention strategies to aid their learning.

Grade 6 = 1168 / 1314 = 89%	
Grade 7 = 1327 / 1449 = 92%	
Grade 8 = 950 / 1238 = 77%	

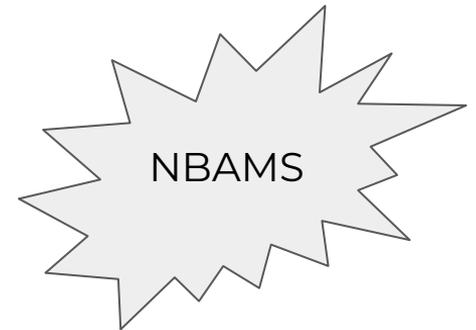


How will we get there? ACADEMIC GOAL



- ★ Adoption and implementation of MyPerspectives ELA curriculum.
- ★ Adoption and implementation of SPIRE special education ELA curriculum
- ★ Math Curriculum Review - alignment with 2022 Minnesota Mathematics Standards implementation set for the 2026-2027
- ★ Continued academic intervention offered during advisory: rotating support for ELA, Social Studies and Science, as well as, daily math intervention support, all by licensed teachers
- ★ ADSIS Reading Intervention Grades 7 and 8 = two class periods
- ★ ADSIS Math Intervention Grades 6, 7 and 8 = five class periods
- ★ Missing work notices given to students in Grades 7 and 8 weekly
- ★ Missing work notices given to Grade 6 students during WIN time
- ★ Grade Check forms completed on Weeks 3, 5 and 7 every quarter
- ★ FastBridge administered to students in Grades 6, 7 and 8 in winter
- ★ Regularly scheduled data review meetings held after assessment data is collected: Fall (10/8), Late Fall (10/20), Winter (TBD), Spring(TBD)
- ★ Academic Building Goal data shared with staff monthly

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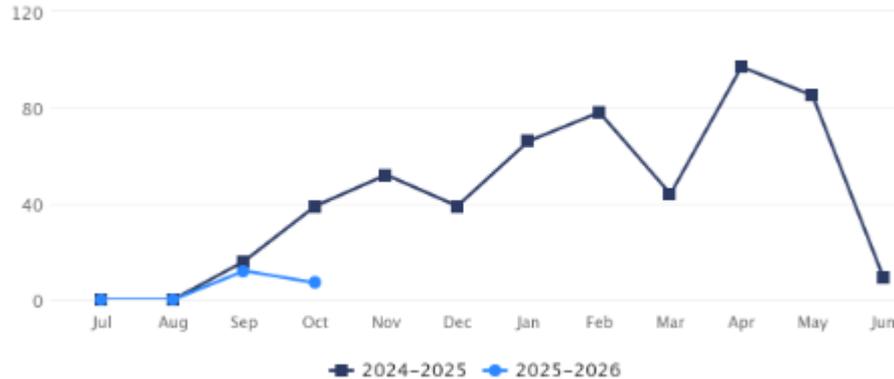


Where are we going? - LIFE SKILLS GOAL



Throughout the 2025-26 school year, 85% of NBAMS students will display respectful, enthusiastic, and determined behaviors (0-2 referrals); and 100% of NBAMS students with three or more referrals will have a personalized intervention to support an increase of desired behaviors.

Incident Count - This Year vs. Last Year



NBAMS

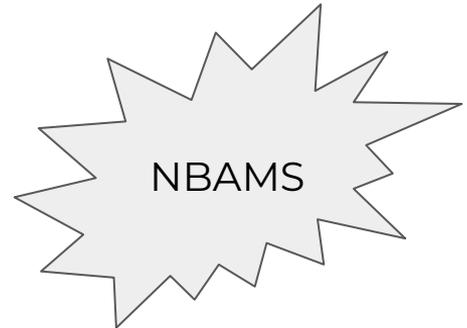


How will we get there? LIFE SKILLS GOAL



- ★ Explicit RED lessons focused on expected behavior delivered the first two weeks of school
- ★ Processing student behavior using “stop and think” sheets to guide students through their behavior choice(s) with a Behavior Interventionist
- ★ Reteaching of expected behavior throughout the school year (i.e. tardy - “let's practice walking from your 3rd hour to your 4th hour class five times” or “let’s practice waiting patiently with your hand raised to be called on”
- ★ Transition Counselor - Tier 2/Tier 3 support based on Early Warning System data
- ★ ADSIS Check n Connect (executive functioning skills) = two class periods
- ★ Monthly Transition Counselor led SchoolLinks lessons (college and career readiness curriculum)
- ★ Life Skills Building Goal data shared with staff on a monthly basis

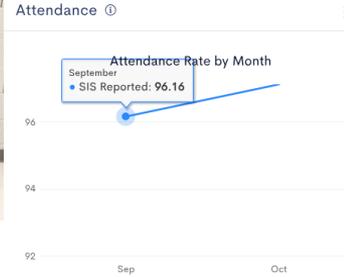
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North Branch Area Middle School Quick Wins



Engagement



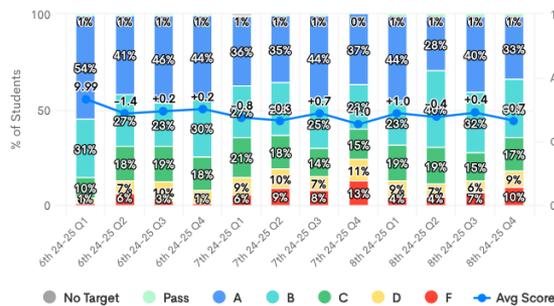
Incidents [ⓘ]

27

Total incidents this school year
↓ -10 from this time last year



Empowerment



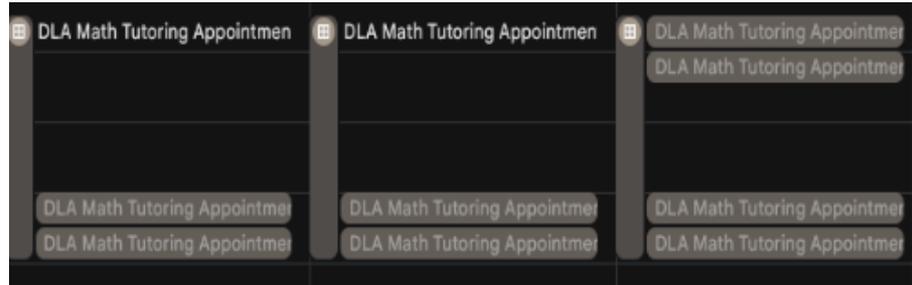
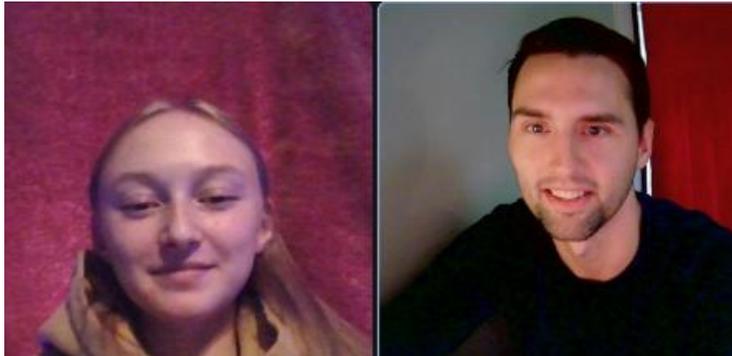
Sense of Belonging



Where are we going? ACADEMIC GOAL



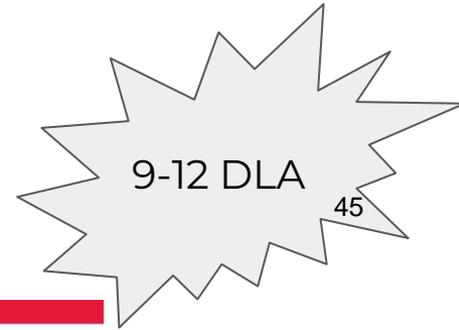
By the end of the each semester of the 2025–2026 school year 80% of all recorded end-of-semester grades will be C- or higher; students not meeting this threshold will be provided additional opportunities to demonstrate their learning while receiving additional support services.



How will we get there? ACADEMIC GOAL



- Personalized onboarding to create a sense of belonging
- Weekly monitoring reports to support families
- Proactive mental health and wellness outreach
- Strengthening student and family support systems
- Weekly success strategies for students and families
- Enhancing teacher-student connection and instruction
- In-person support from our NBAPS DLA teachers



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

Teacher Name	Availability	Location
Mr. Sorgert: Grades 6-12 Math	Monday-Thursday 3:00PM-4:00PM	North Branch Area High School Media Center
Ms. Porter: Grades 6-12 Science	Monday-Thursday 3:00PM-4:00PM	North Branch Area High School Media Center
Mrs. Lattimore: Grades 6-12 English	Upon Request	North Branch Area High School Media Center
Mr. Pirrie: Grades 6-12 Social Studies and electives	Monday and Tuesday 8:00AM-4:00PM	North Branch Area High School D139

Where are we going? - LIFE SKILLS GOAL



By the end of the 2025-2026 school year, students enrolled in Distance Learning academy will achieve an average daily attendance rate of at least 90%; students not meeting this threshold will have an individualized plan that addresses chronic absenteeism to ensure they reach their full academic potential.

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How will we get there? LIFE SKILLS GOAL



Proactive, Not Reactive, Approach - early intervention before pattern is established

- Creative solutions to increase motivation and engagement

Ensuring all families have and know how to access NBAPS Counseling services, Therapeutic Services, and Chisago County mental health services

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Creating a culture where students have a sense of belonging through:

- One-on-One google meets with their teachers and Principal
- In-Person support sessions with their teachers and Principal

Ensuring families and students have the supports they need to create safe and effective learning environments at home

9-12 DLA

Distance Learning Academy Quick Wins



- Principal met with students and families to ensure they felt part of our community
- Consistent communication with students and families from teachers and Principal
- After school in-person support for our students from our DLA staff

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9-12 DLA

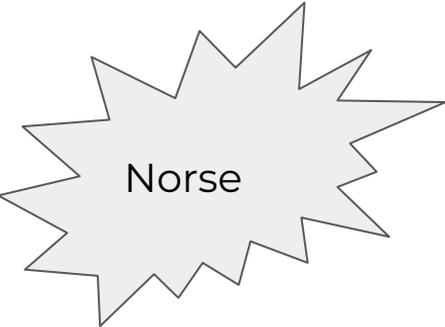
- Increased use of our math tutor
- Increased use of students utilizing and booking times with their teachers during office hours

Where are we going? ACADEMIC GOAL



By the end of the 2025–26 school year, all students enrolled in the ALC will earn at least 80% of the credits identified in their Continual Learning Plan (CLP), as verified through transcript reviews and program credit tracking systems.

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Norse

How will we get there? ACADEMIC GOAL



Reduction in Edmentum Use = Higher Engagement

- In response to student feedback, Norse ALC shifted away from Edmentum-based instruction.
- **Teacher-led, small-group instruction and project-based learning** have replaced most digital coursework, increasing student engagement and helping learners complete credits with understanding—not just completion.

50

Frequent Progress Checks and Tiered Supports

- Teachers and advisors conduct **bi-weekly progress checks** to flag any student falling behind their CLP goals.
- Students receive tiered support based on need—ranging from check-ins and re-teaching to schedule adjustments or added work sessions.



Where are we going? - LIFE SKILLS GOAL

By the end of the 2025–26 school year, all students enrolled in the ALC will demonstrate improved attendance by attending at least 85% of scheduled instructional days, as tracked through school attendance records and monitored quarterly for early intervention.



How will we get there? LIFE SKILLS GOAL



Trust & Relationships: Daily Welcoming Rituals

- Staff greet students by name each morning, helping students feel seen and valued.
- Check-ins through advisory or informal hallway conversations build a **culture where attendance matters because relationships matter.**

Norse Stars- Celebrate students who hit 90% attendance each week or have a 20% increase in attendance from the previous week.



Quick Wins at Norse Area Learning Center



Hands-on, interest-based learning activities are increasing engagement—students are completing work and participating more meaningfully.



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Students have expressed appreciation for hands-on instruction, opportunities for discussion, and more responsive feedback from teachers.



Where are we going? ACADEMIC GOAL



By June 2026, 80% of our student's grades will be a C- or above in all content areas throughout the school year.



How will we get there? ACADEMIC GOAL



- Implantation of Standard Operating Procedures with Grading Practices
 - Late work acceptance, Retakes of Summatives, No Extra Credit. *(Universal understanding a grade represents what a learner knows and is able to do and remove behaviors)*
 - Weighting grades 80% summative and 20% practice
- Continued work of all courses making learning more transparent with learners and families by:
 - Making visible the 6-12 Standards they will learn each semester and tying their assessments to those standards.
 - Developing Scales to each of those standards that have actionable words to self assess in progress towards proficiency.

NBAHS



Where are we going? - LIFE SKILLS GOAL



By June 2026, Student body full day (daily) attendance rate will be at 90% or higher

56



NBAHS

How will we get there? LIFE SKILLS GOAL



- Development *Launch and Landing Activities* at the start and end of every lesson
- Data Monitoring for entire instructional staff every two weeks (Tardy vs. Absent)
 - Reporting changes to reflect the differences
- Exploring PBIS incentives to improve tardies
- Personalization of 3, 5 and 7 day letters and family contacts system with support solutions.
 - Check and Connect - scheduling with counselors for coaching and goal setting.
 - Tier 2 Supports with Engagement Coach to develop strategies with families



NBAHS

High School Quick Wins

- 1st Cell Phone Violations: 35% reduction (from 24-25 SY)
- 2nd Cell Phone Violations: 40% reduction
- In-School Suspensions: 45% reduction
- Out-of-School Suspensions: 45% reduction

By taking a proactive and relationship-focused approach, we are ensuring that students are safe, happy, and learning (in that order).





FORWARD

Together