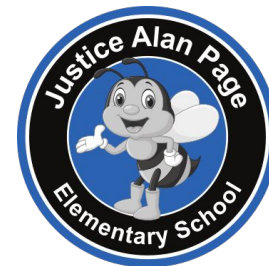




School District 622

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# ISD 622 Elementary Highlights

March 17th, 2026

# Our Purpose: ISD 622 Strategic Plan

**OUR MISSION**  
District 622 will inspire lifelong learners who thrive in diverse communities.

## Academic Achievement

- Students will successfully meet academic standards.

## Graduation & Post-Secondary

- Students will graduate fully prepared for post-secondary success.

## Safety & Security

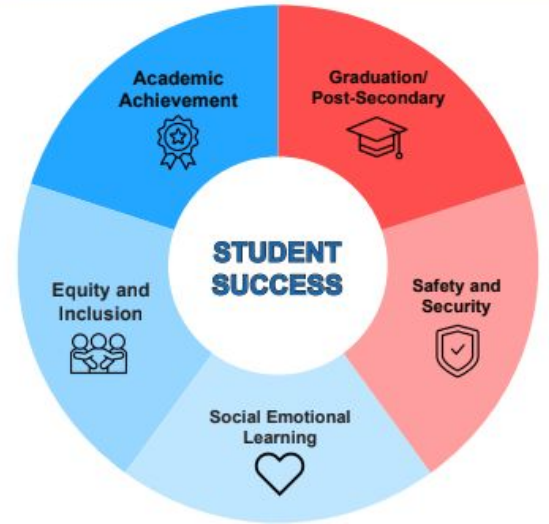
- Students and staff will feel physically and emotionally safe at school.

## Social Emotional Learning

- Students and staff will work and learn in a positive school culture that promotes personal well-being.

## Equity & Inclusion

- Students, staff, and families will feel welcomed and included as valued members of our diverse school community.



# Hopes and Dreams

ISD 622 Strategic Plan	What Matters to Families
Safety & Security, SEL, Equity/Inclusion	Well-Being
Academic Achievement, SEL, Graduation/Post-Secondary	Future Readiness
Academic Achievement, SEL, Equity/Inclusion	Engaged and Well-Rounded
Academic Achievement, SEL, Graduation/Post-Secondary	Student Learning
Equity/Inclusion, SEL	Community Connection
Safety/Security, Academic Achievement, SEL, Graduation/Post-Secondary, Equity/Inclusion	Effective Adults and Systems

In relation to the strategic plan and what matters to families...

How are we doing in our schools?

What work are we doing in our schools?

Academic Achievement, SEL, Graduation/Post-Secondary

# Student Learning

**Is my student developing foundational skills of literacy & numeracy, the ability to communicate and collaborate, pursue deep learning, and connect learning to their needs and strengths?**

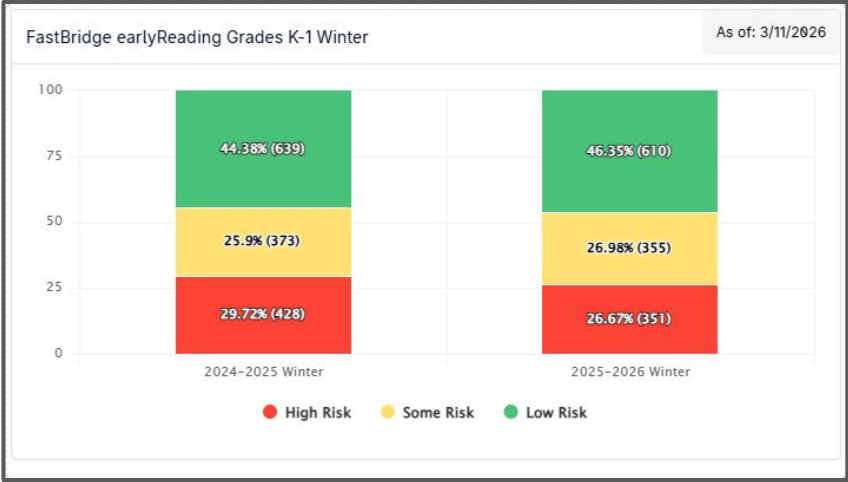


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# Reading: Winter 2024-2025 to Winter 2025-2026



% On Track for earlyReading:  
+ 2% points



% On Track for aReading:  
+ 4% points

# Action steps to support growth in reading....

- **Professional development** around writing, Bridge to Read, differentiation, Captii & more!
- **Feedback loop** from T&L and elementary teachers around pacing, curriculum and areas of need for PD
- Exploring growth data for groups and individual students to support differentiation - including the **“Walk to WIN” model**
- **Implementation of new intervention SIPPS** monitoring of growth of students within SIPPS is a source of data we will be able to monitor

## Overview of SIPPS Levels:



## Implementation of Bridge to Read new to '25-26

### DISTRICT LITERACY WINTER SCREENING DATA

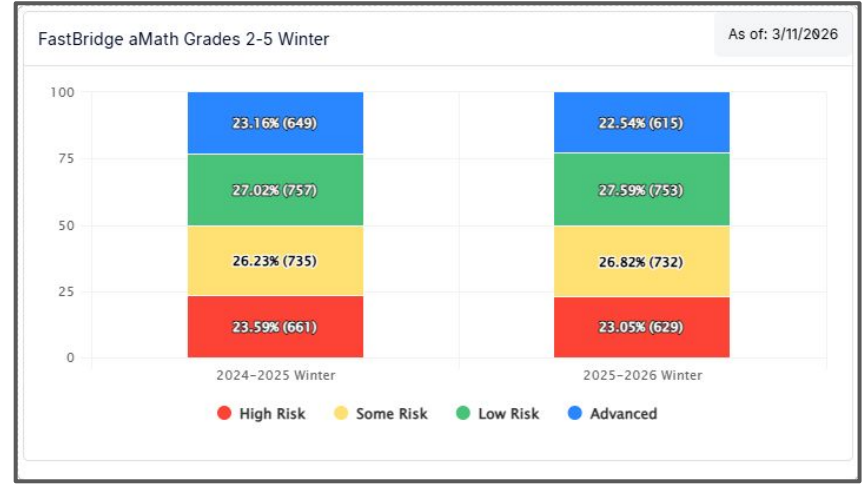
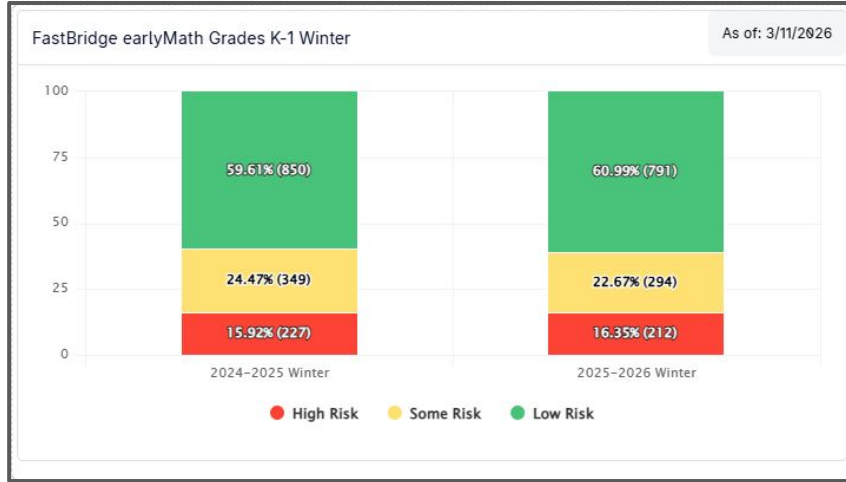
#### Promising District Trends!

- District-wide, scores didn't dip in winter, as it has in years past
- District Kindergarten:
  - Winter '25: 44.48% low risk
  - Winter '26: 53.93% low risk
- District Gr. 1:
  - Winter '25: 63% low risk
  - Winter '26: 62% low risk



The percentage of students in the "high risk" category dropped 3 percentage points this year.

# Math: Winter 2024-2025 to Winter 2025-2026



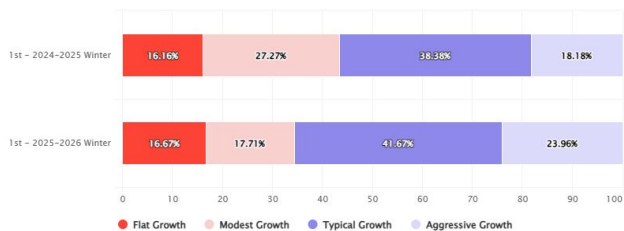
% On Track for earlyMath:  
+ 1% points

% On Track for aMath:  
No overall change  
*(stayed at 50%)*

# Action steps to support growth in math...

- Professional development around best practices in math, MX18 resources & ways to differentiate within lessons
- Math Coach supporting teachers during PD sessions at buildings, along with individual coaching sessions

earlyMath Composite Fall-Winter Growth - 1st Grade



- Schools exploring which students have flat or modest growth and identifying their needs to support future growth

## 2025 Resource Review: Remediation

Quick Quiz 1 - Enrichment & Remediation Resources				
Big Idea 1: Use Place Value				
MX18 Content	Question	Learning Plan	Students or Group	
Place Value Numbers to 100	#1	Correct	Enrichment	
		Challenge Practice	Task Card	Writing
		Challenge Practice	Task Card	Writing
		Challenge Practice	Task Card	Writing
		Challenge Practice	Task Card	Writing
Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	#2	Incorrect	Remediation	
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10	#3	Incorrect	Remediation	
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 15	#4	Incorrect	Remediation	
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
Lesson 16 Lesson 17 Lesson 18 Lesson 19 Lesson 20	#5	Incorrect	Remediation	
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing

Unit	Operations	8th Grade Prerequisite Skills Inventory	8th Grade Prerequisite Skills Inventory
Unit 4	Agreement (Learning & Operations)	8th grade prerequisite	8th grade prerequisite
Unit 5	Operations	8th Grade Prerequisite Skills Inventory	8th Grade Prerequisite Skills Inventory
Unit 6	Operations	8th Grade Prerequisite Skills Inventory	8th Grade Prerequisite Skills Inventory
Unit 7	Operations	8th Grade Prerequisite Skills Inventory	8th Grade Prerequisite Skills Inventory
Unit 8	Place Value & Operations	8th Grade Prerequisite Skills Inventory	8th Grade Prerequisite Skills Inventory
Unit 9	Operations	8th Grade Prerequisite Skills Inventory	8th Grade Prerequisite Skills Inventory
Unit 10	Operations	8th Grade Prerequisite Skills Inventory	8th Grade Prerequisite Skills Inventory
Unit 11	Operations	8th Grade Prerequisite Skills Inventory	8th Grade Prerequisite Skills Inventory
Unit 12	Operations	8th Grade Prerequisite Skills Inventory	8th Grade Prerequisite Skills Inventory

### Unit Differentiation Guide

**What:** links to lesson level resources for differentiation

**When:** 20 minutes independent practice, PP day

**How:** map to pre-assessment, Quick Quizzes

### Prerequisite Skills Inventory

**What:** assessment for prior grade knowledge + resources for differentiation

**When:** pause point day, WIN, morning work

**How:** determine vertical alignment placement

## 2025 Resource Review: Enrichment

Quick Quiz 1 - Enrichment & Remediation Resources				
Big Idea 1: Use Place Value				
MX18 Content	Question	Learning Plan	Students or Group	
Place Value Numbers to 100	#1	Correct	Enrichment	
		Challenge Practice	Task Card	Writing
		Challenge Practice	Task Card	Writing
		Challenge Practice	Task Card	Writing
		Challenge Practice	Task Card	Writing
Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	#2	Incorrect	Remediation	
		Remediation Practice Page	Task Card	Writing
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		Remediation Practice Page	Task Card	Writing
Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 15	#4	Incorrect	Remediation	
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing
Lesson 16 Lesson 17 Lesson 18 Lesson 19 Lesson 20	#5	Incorrect	Remediation	
		Remediation Practice Page	Task Card	Writing
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		Remediation Practice Page	Task Card	Writing
		Remediation Practice Page	Task Card	Writing



### Unit Differentiation Guide

**What:** links to lesson level resources for differentiation

**When:** 20 minutes independent practice, PP day

**How:** map to pre-assessment, Quick Quizzes

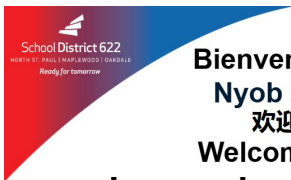
### Enrichment Math Board

**What:** a model for independent enrichment work

**When:** 20 minutes independent practice, PP day

**How:** 90% or above on pre assessment

# Dual Language Immersion Programs



**Bienvenidos**  
**Nyob zoo**  
**欢迎**  
**Welcome to**  
**Immersion Institute**

Castle Elementary  
Day 1  
August 21, 2025



Castle's Spanish  
Immersion 3rd Grade  
class visits the  
Capitol.

EP's Mandarin  
program celebrates  
Chinese New Year at  
MOA.



September 13 - North Saint Paul Autumn Arts Festival at Casey Lake Park -  
Performances by 622 Immersion programs



# Dual Language Immersion Program Grade Expansion



Students who were the first class of immersion in 622 are now in 3rd grade!

Pictured above: Students showing off their Hmong literacy skills at the Hmong New Year Event.

Grade	22-23	23-24	24-25	25-26	26-27	27-28
K	Open					
1		Open				
2			Open			
3				Open		
4					Open	
5						Open

## Spanish - Mandarin - Hmong

Safety & Security, SEL, Equity/Inclusion

# Well-Being

Is my student physically and psychologically safe?

Do they have friends  
and do they feel connected to the school?



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# Well-Being



## Well-Being Strategies:

- **Morning Community Building Circles** - focus on SEL and community building
- **Student Activities**
- **Mental Health Supports** - school-based therapy (173 students) and social worker support
- **Check & Connect Supports** - connection, attendance, and social-emotional learning (266 students)
- **Food Programs**
- **Collaborative Problem Solving**

Kindergarten-2nd Grade	
CASL Standard Definition	Learning Targets
<b>Self-Awareness Definition:</b> The ability to understand one's own emotions, thoughts and actions and how they influence behavior and performance. The ability to recognize one's strengths and limitations and seek opportunities for personal and academic growth.	<b>Self-Awareness Slide Deck</b> I can use my tools to feel better. I am aware of and can identify different emotions I am feeling and I can name what makes me feel good. I can identify people, situations and environments that might bring out big emotions and, when necessary, do what I can to get different ways to calm myself. I can identify when I have big emotions and reactions and can name different tools and strategies to calm myself. I can consider others and show empathy. I can identify positive, negative and neutral consequences from my actions. I can identify things that I can avoid or end and I want to improve on.
<b>Self-Management Definition:</b> The ability to manage one's emotions, thoughts and behaviors in order to achieve personal and academic goals. The ability to set personal goals and to persevere to achieve goals. The ability to manage stress and to seek help when needed.	<b>Self-Management Slide Deck</b> I can set goals, think about how to reach them and work on different actions, strategies and tools. I can be responsible and appropriate for my behavior. I can identify how the environment impacts my emotions and make safe choices about environments that influence my emotions. I can create an attention plan. I can assess my emotions in a situationally appropriate way, if expected and unexpected behaviors.
<b>Social Awareness Definition:</b> The ability to understand the perspectives of and recognize the feelings, needs and interests of others. The ability to understand how one's actions affect others and to take appropriate actions to help others. The ability to understand and respect the differences between people and communities. The ability to understand the social norms, customs, traditions, and behaviors of different cultures, communities, and groups. The ability to understand and respect the differences between people and communities. The ability to understand and respect the differences between people and communities.	<b>Social Awareness Slide Deck</b> I can understand and cooperate with others who have different perspectives from me to reach a common goal. I can understand there may be different expectations in different settings, groups, social sites. I can consider what makes the world and us great. I can recognize when I need to advocate for myself and others. I can consider the differences within my classroom, community, culture, languages, identities, values, traditions, history.
<b>Relationship Skills Definition:</b> The ability to establish and maintain healthy and respectful relationships with others. The ability to seek help when needed and to provide help to others. The ability to understand and respect the differences between people and communities. The ability to understand and respect the differences between people and communities. The ability to understand and respect the differences between people and communities.	<b>Relationship Skills Slide Deck</b> I can use my resources to solve conflicts. I can notice and respect differences in others. I can communicate openly and be a good listener when working with others. I can use my skills to work with others in different ways. I can recognize when I need to seek help to resolve conflicts with others. I can recognize when I should offer help.



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## WHAT IS INCLUDED?

**BAG WITH VARIOUS POP-ITS AND FIDGETS**

- Clipboards to hold sign in sheets
- Extra funds for paper and pens

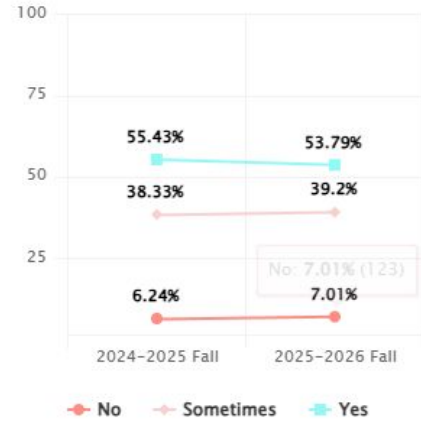
Schools are able to add additional items

# Kids are kind to me at my school.

	K-2nd Grade	3rd-5th Grade
Fall 2024	55% Yes	66% Most Times / Always
Fall 2025	54% Yes	69% Most Times / Always

## K-2nd Grade

As of: 3/12/2026



## 3rd-5th Grade

As of: 3/12/2026



Kindergarten- 2nd Grade	
CASEL Standard Definition	Learning Targets
<b>Self-Awareness Slide Deck</b>	
<b>Self-Awareness Definition:</b> The ability to understand one's own emotions, thoughts and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations, to seek needed help of others and to regulate one's behavior.	<ul style="list-style-type: none"> <li>can ask for help when needed.</li> <li>can identify different emotions I am feeling and can name what I think the face looks like.</li> <li>can identify people, situations and environments that might bring out big emotions (joy, anger, sorrow, etc.) and I can use different ways to calm myself.</li> <li>can identify when I have big emotions and reactions and can name different tools and strategies to calm myself.</li> <li>can consider others and show empathy.</li> <li>can identify positive, negative and neutral consequences from my actions.</li> <li>can identify things that I am good at and what I need to improve on.</li> </ul>
<b>Self-Management Slide Deck</b>	
<b>Self-Management Definition:</b> The ability to manage one's emotions, thoughts and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and exert self-regulation & agency to accomplish personal/collective goals.	<ul style="list-style-type: none"> <li>can set short-term goals to solve a problem and identify and use different calming strategies and tools.</li> <li>can be assertive and advocate for my basic needs.</li> <li>can identify how the environment impacts my emotions and make safe choices when experiencing big emotions.</li> <li>can create an attainable goal.</li> <li>can express my emotions in a situationally appropriate way. (Expected and unexpected situations)</li> </ul>
<b>Social Awareness Slide Deck</b>	
<b>Social Awareness Definition:</b> The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> <li>can understand and cooperate with others who have different perspectives from me to reach a common goal.</li> <li>can understand there may be different expectations in different settings: (home, school, etc.)</li> <li>can celebrate what makes me unique and be proud.</li> <li>can recognize when I need to advocate for myself and others.</li> <li>can recognize the differences within our classroom, (background, cultures, languages, identities, values, traditions, history)</li> </ul>
<b>Relationship Skills Slide Deck</b>	
<b>Relationship Skills Definition:</b> The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate with others, and to problem solve and negotiate conflicts constructively, negotiate settings with diversity and to extend benefits and opportunities.	<ul style="list-style-type: none"> <li>can use restorative strategies to solve conflicts.</li> <li>can notice and respect differences in others.</li> <li>can communicate clearly and be a good listener when working with others.</li> <li>can see benefits to working with many different people.</li> <li>can recognize when I need to seek help to resolve conflicts with others.</li> <li>can recognize when I show off other skills.</li> </ul>

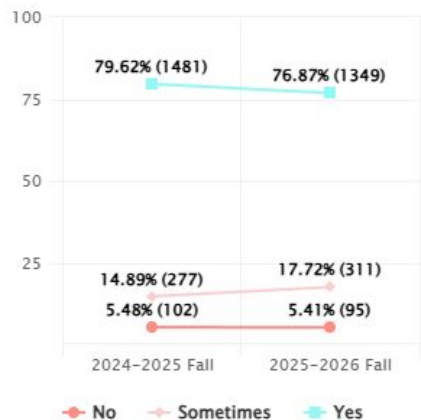


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### Junior Coach Leadership Program

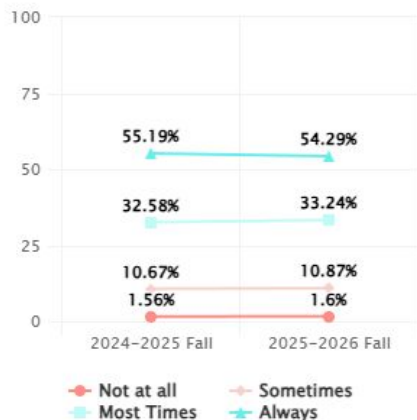


1) Adults at my school care about me. As of: 3/12/2026



K-2nd Grade

1) Adults at my school care about me. As of: 3/12/2026



3rd-5th Grade

Adults at my school care about me.

	K-2nd Grade	3rd-5th Grade
Fall 2024	80% Yes	88% Most Times / Always
Fall 2025	77% Yes	88% Most Times / Always

Intentional relationship building with students

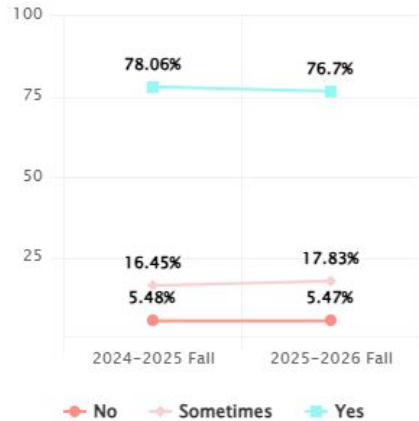


Students are working on Unity leaves to hang on the Unity tree with reminders to treat others with Kindness

I feel welcome at my school.

	K-2nd Grade	3rd-5th Grade
Fall 2024	78% Yes	82% Most Times / Always
Fall 2025	77% Yes	82% Most Times / Always

3) I feel welcome at my school. As of 3/12/2026



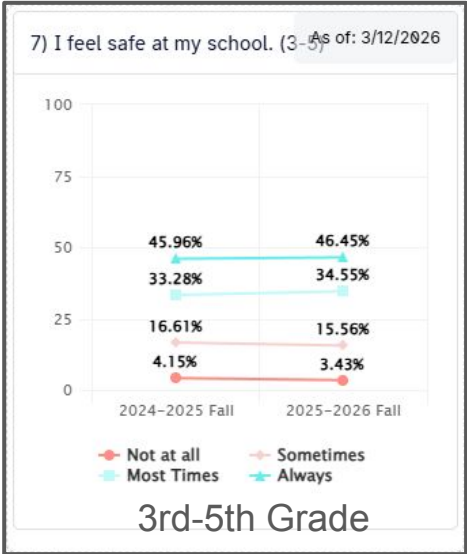
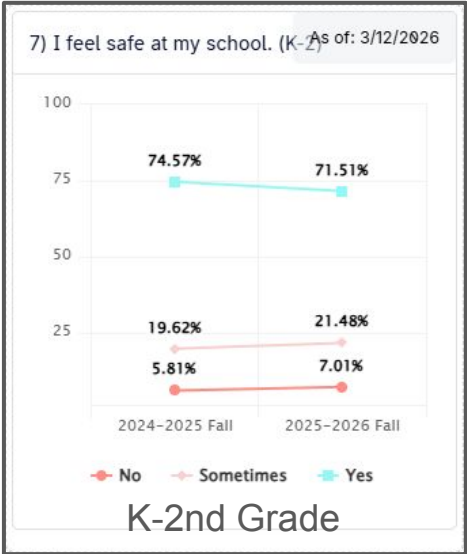
K-2nd Grade

3) I feel welcome at my school. As of 3/12/2026



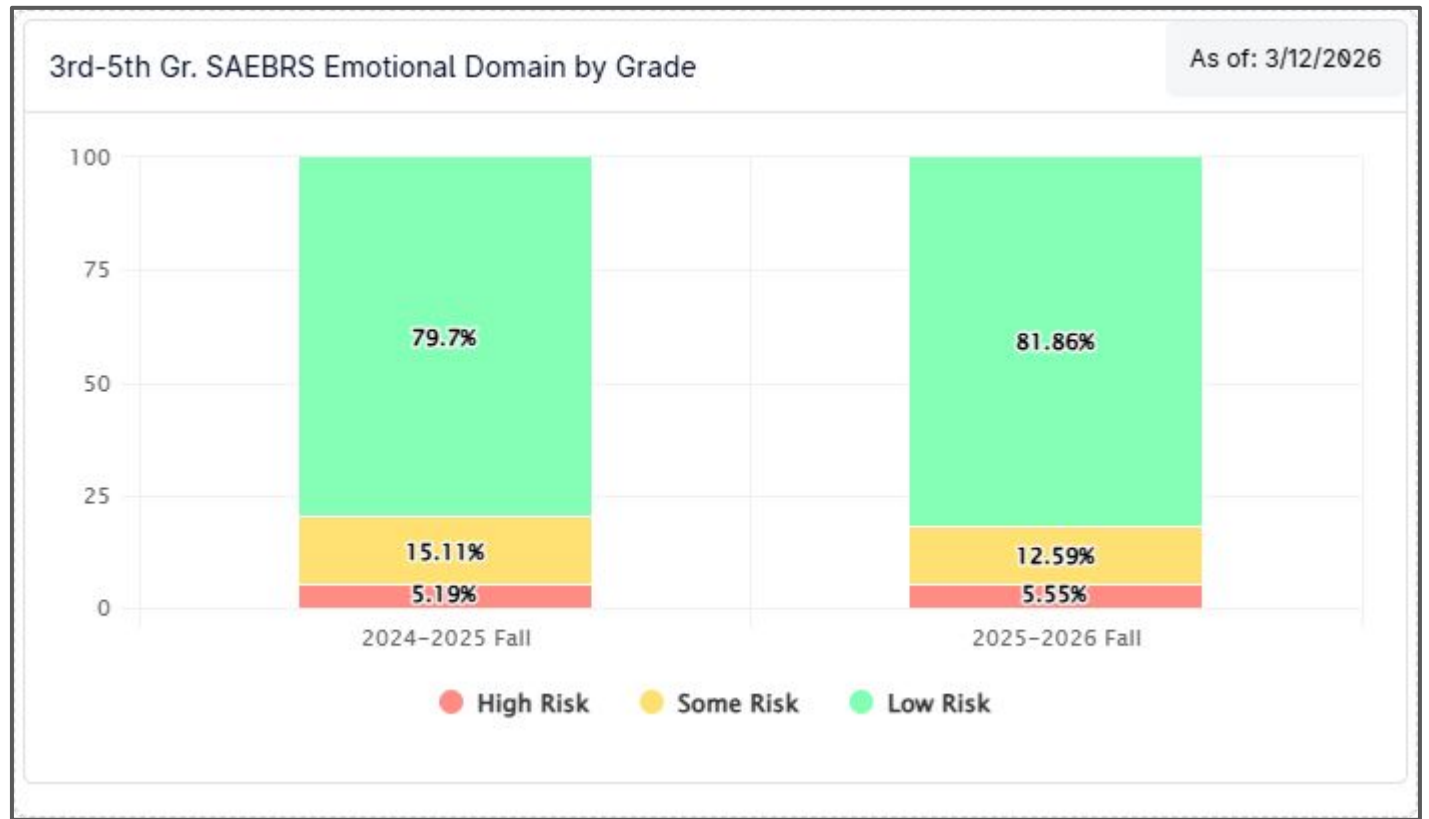
3rd-5th Grade

I feel safe at my school.		
	K-2nd Grade	3rd-5th Grade
Fall 2024	75% Yes	79% Most Times / Always
Fall 2025	72% Yes	81% Most Times / Always



## SAEBRS Emotional Behavior Domain

Measures students' ability to regulate internal states, adapt to change, and respond to stressful/challenging events.



Our Social Workers connect with students who fall at high-risk on SAEBRS to interview them and support connect them and/or their families with resources inside and outside of the school as appropriate.

Attendance	Percent in Attendance	Consistent Attendance (Present 90% or More School Days)
SY24 Fall	93.6%	79.1%
SY24 Winter	94.2%	82.2%
SY24 Spring	92.4%	72.6%
SY25 Fall	94.2%	82.5%
SY25 Winter	91.7%	69.1%
SY25 Spring	93.2%	77.6%
SY26 Fall	94.3%	83.6%
SY26 Winter	91.7%	70.1%

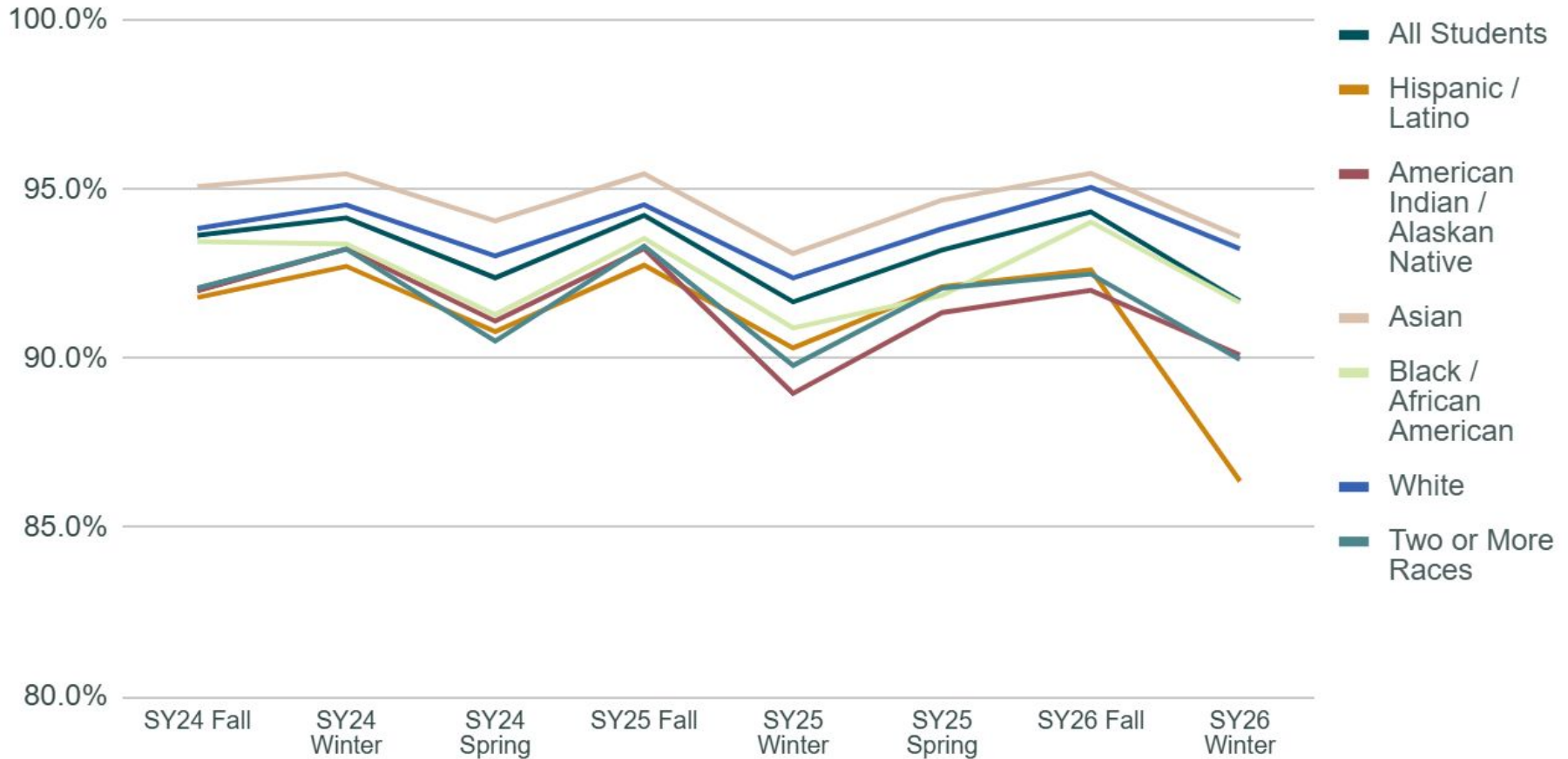
+0



+1



# Percent In Attendance by Race/Ethnicity



Safety/Security, Academic Achievement, SEL, Graduation/Post-Secondary, Equity/Inclusion

# Effective Adults and Systems

Will my student experience support from caring, highly skilled educators who put student needs first?

Does the school have systems in place to deliver on my hopes and dreams?



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# Effective Adults & Systems

Hopes & Dreams - "Always stay confident, believe in yourself as much as I believe in you, get good grades, and be happy!"

## Effective Adults/Systems

Solutions Team (MTSS)

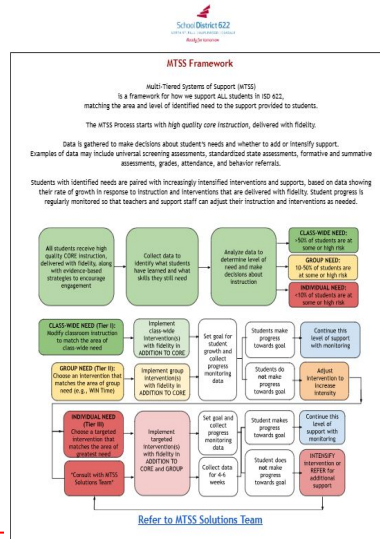
Common Referral/Behavior Support

Protocols

Proactive Student Supports

Collaborative Teams

PNC



## Adult Learning - Professional Development

Common 622 elementary District PD

Literacy Coaches supporting implementation and support at all sites

Common SEL/Behavior PD



# Effective Adults & Systems



Maplewood  
PUBLIC SAFETY



Equity/Inclusion, SEL

# Community Connection

Do I have a supportive, two-way relationship  
with my child's school?

Am I an active partner with the school  
for my student's development?



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# Community Connection: Richardson Full Service Community School



**“ We love Penguin Pals because it gives me child an enrichment activity outside of regular classwork. She can explore her interests”**

**-Richardson Parent**

# Community Connections

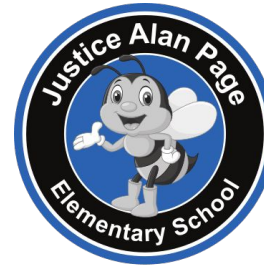
## Events:

- Family Engagement Nights (Math, Literacy, Science)
- NAAPID
- Parent Teacher Groups
- Grade Level Music Concerts
- Back to School Bash
- Chinese New Year
- Culture Day Celebration
- Science Fair
- Art Fair
- Turkey Bingo
- Musical
- School Dance
- Multicultural Night
- Movie Nights
- Music Ensembles
- Ashland Theatre
- Talent Show
- Popsicles on the Playground
- Sock Hop
- Parent Volunteer Opportunities
- Hmong New Year Celebration

## Artifacts:



Richardson students/families painted a mural together.



# Questions



Academic Achievement, SEL, Graduation/Post-Secondary

# Future Readiness

Will my student be prepared for their next stage of school and life?

Are they developing skills for long-term success like critical thinking, adaptability, responsibility?



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Academic Achievement, SEL, Equity/Inclusion

# Engaged and Well-Rounded

Is my student doing challenging, creative  
and meaningful activities?

Are they developing their unique voice and talent?



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