SFAS Elementary Schools School Board Update

November 2026

St. Francis Area Schools

Equip. Empower. Achieve.

Literacy

Literacy

Language Essentials for Teachers of Reading & Spelling (LETRS)

- Year 1 (2024-25) - Units 1-4
  - Focus on early literacy skills, including phonological awareness, print concepts, & basic to advanced phonics skills
- Year 2 (2025-26)- Units 5-7
  - Focus on word analysis, spelling, vocabulary & comprehension
- Year 3 (2026-26) - Units 7 - 8
  - Comprehension, writing

Literacy - Phonological Awareness & Phonics

UFLI

- Evidence-based curriculum for teaching foundational literacy skills (phonological awareness, phonics, spelling)
  - Systematic
  - Explicit
  - Engaging
- Implemented K-2

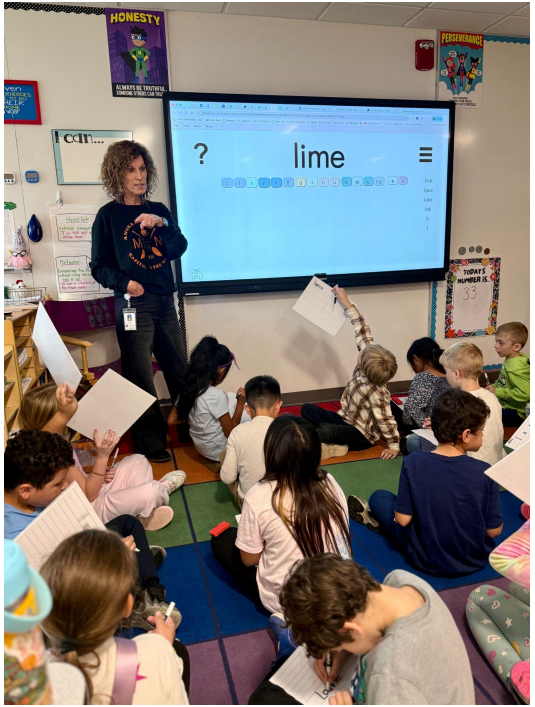
Bridge2Read

- Research-based curriculum for teaching foundational literacy skills (phonological awareness & word study)
  - Systematic
  - Explicit
  - Engaging
- Implemented in Grade 3

Functional Morphology

- Comprehensive structured literacy curriculum
  - Systematic
  - Explicit
  - Engaging
- Focuses on the study of morphemes
- Helps students understand what words mean and how they connect
- Implemented in Grade 4-5

All 3 Literacy curricula are identified as “highly aligned” to evidence-based structured literacy practices by CAREI/MDE.







UFLI Lessons

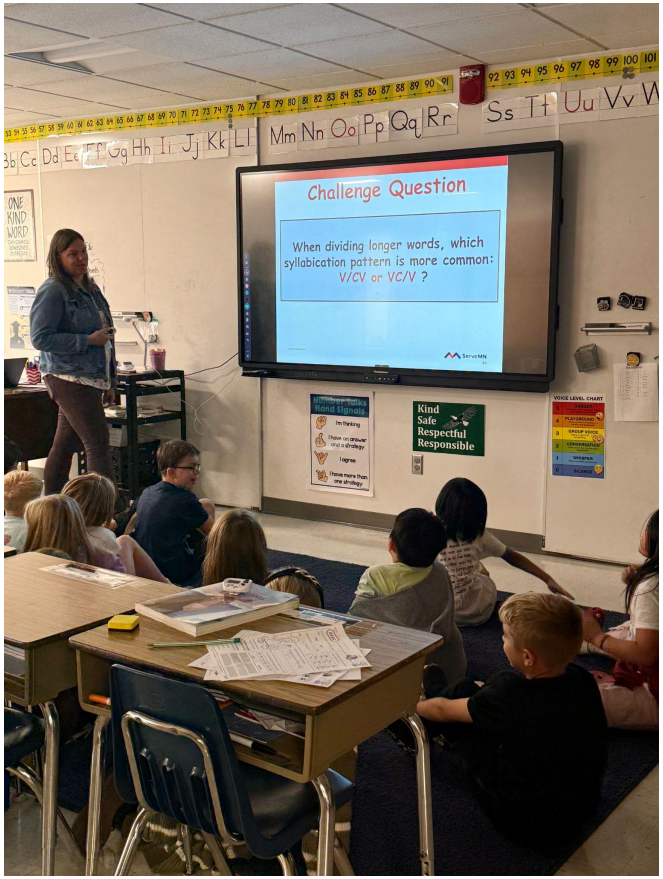
What is a “**Heart Word**?” ❤️

Heart words are high-frequency words that contain at least one irregular or unexpected sound-spelling relationship that cannot be sounded out using basic phonics.

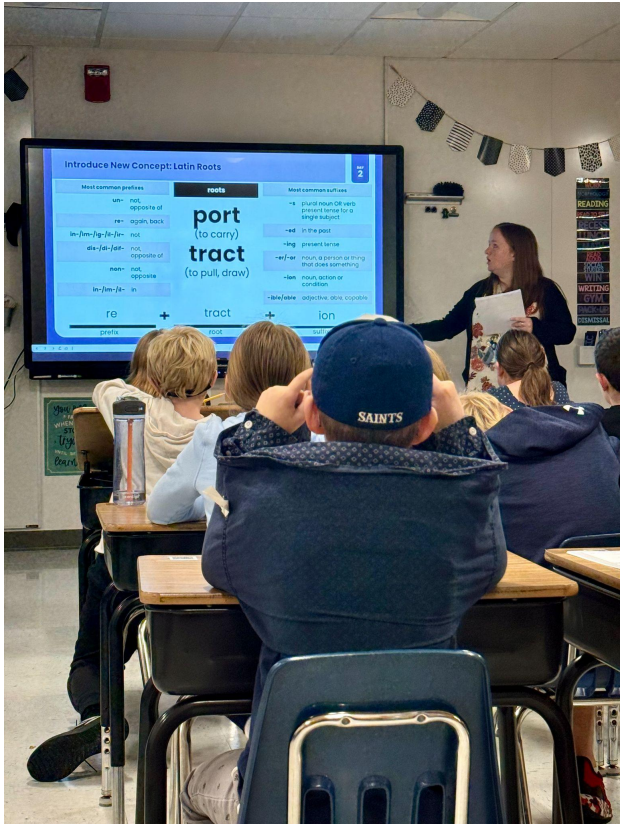
Instead of treating the entire word as a picture to memorize (the old "sight word" approach), teachers use the heart word method to map the regular parts of the word and mark only the tricky "heart part" with a heart symbol.



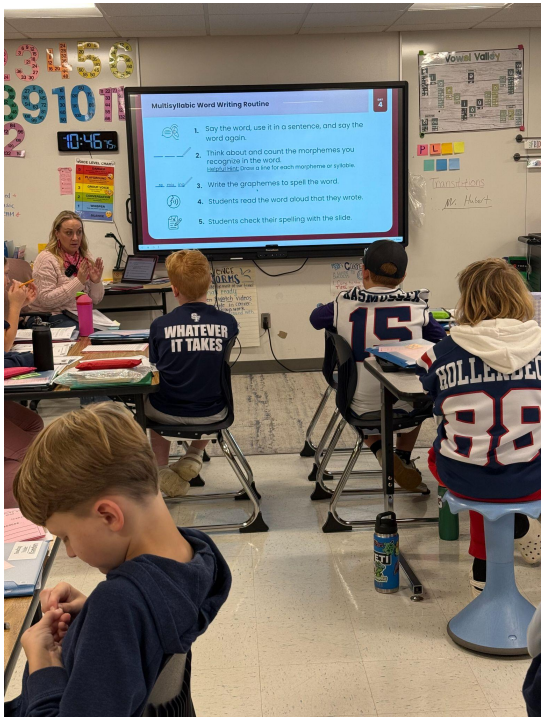


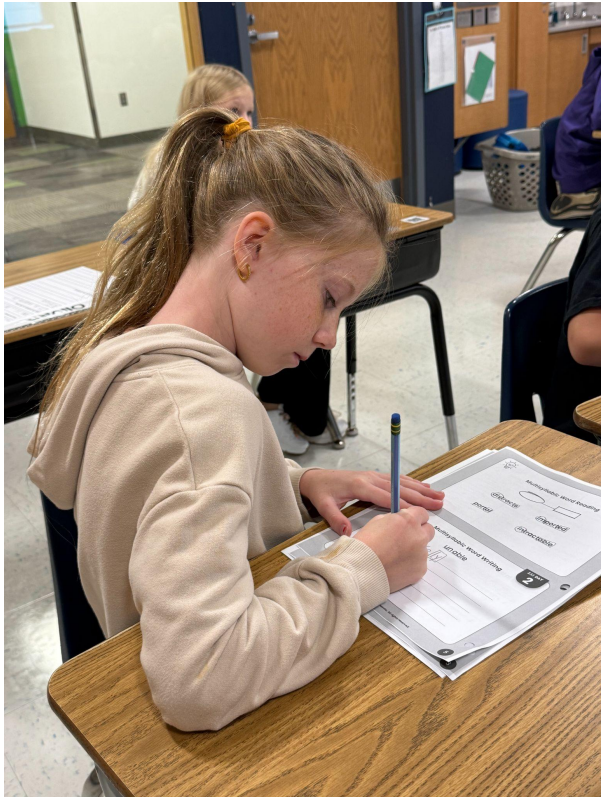


Bridge2Read Lessons



Morphology:The study of morphemes—the smallest units of meaning in a language—and how they combine to form words.





Functional Morphology Lessons

Title I/ADSIS Family Engagement Night

- Opportunity for families to understand the supports their children are receiving
- 327 total attendees
- Families received math resources and books







Math

Timeline

YEAR 1 2025-2026

Math Practice / Standards - PD

- PD: 3x at staff learning meetings in all 3 buildings
- PLC meetings
- Academy Classes

YEAR 2 2026-2027

Curriculum Piloting & Alignment

- Taking PD & understanding math best practices to determine curricula to pilot
- PLC focus: Vertical/Horizontal Alignment
- Late Starts
- Day 172

YEAR 3 2027-2028

Full Implementation

- Full Implementation: New Curriculum & Standards
- New MCA-IV
- Support from Coaches
- PLC

Big Ideas

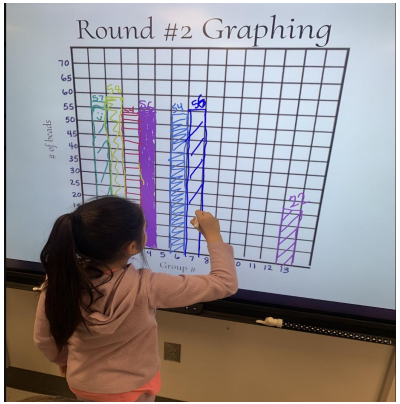
Students will make sense of the big ideas rather than just procedures.

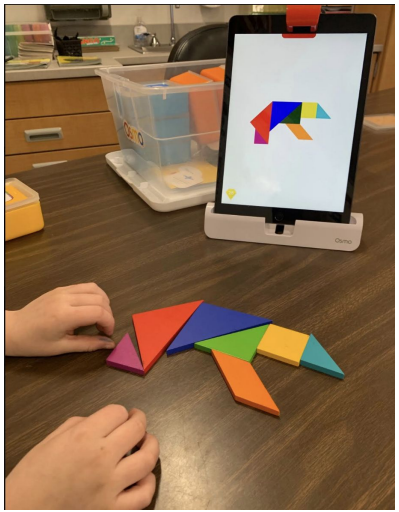
Data and Probability -Data are not merely numbers but numbers in context.

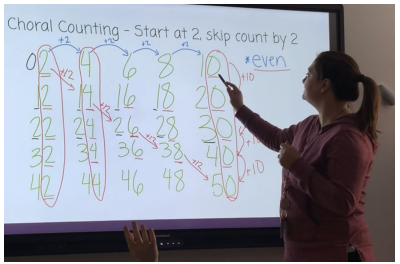
Spatial Reasoning-Actively make sense of relationships and argue these relationships.

Patterns and Relationships- Students will organize and describe the world using representation of numbers and operations.

Math Identity- Where do I fit within this information?







Community Understanding of Fluency

K- 5 MATH

What students are learning in grades **K-2**, Students:	What students are learning in grades **3-5**, Students:
• Understand number and place value up to hundreds place. • Build efficient and flexible addition and subtraction skills within 20 and beyond. • Apply math to situations that connect to their everyday life and culture. • Identify and work with shapes, and begin to understand fractions by dividing shapes into equal parts. • Measure objects, compare quantities and use charts and graphs to organize and interpret information.	• Build fluency (flexibility and efficiency) with multiplication and division. • Develop a deep understanding of fractions and decimals: comparing and converting. • Apply all four operations to solve real-world, multi-step problems. • Explore patterns, use equations and expressions, and explain their mathematical thinking. • Measure area and volume, convert units, and represent and interpret data using graphs and other models.

What is Fluency?	
Fluency is: • **Understanding *why* math works** • **Having multiple ways to solve a problem** • **Being confident and flexible with numbers**	**Fluency is NOT** • **Memorizing rules by heart** • **Doing fast, timed flashcard drills** • **Just being the fastest kid in the room**
In the past: We were asked to memorize facts, solve using one method with a focus on speed and answers.	**Now:** Students must understand why strategies work, that there are multiple strategies, be able to explain their thinking and connect the math to their own life.
How can you help at home?	
• Ask: "How did you figure that out?" • Encourage them to persist when things seem difficult	• Remind them that mistakes are part of learning • Highlight when you are using math in your daily life

Grade Level Fluency Targets	
K	Add/Subtract within 5
1	Add/Subtract within 10
2	Add/Subtract within 20 10 more and 10 less within 100
3	Multiply with 2, 5, 10, and square numbers (4, 9, 16, 25, 36, 49, 64, 81, 100, ect...)
4/5	Multiply and divide within 144, using strategies such as equal groups, repeated addition, the relationship between multiplication and division



Mathematical Rigor- Equal Share (Balanced)

1. Conceptual Understanding

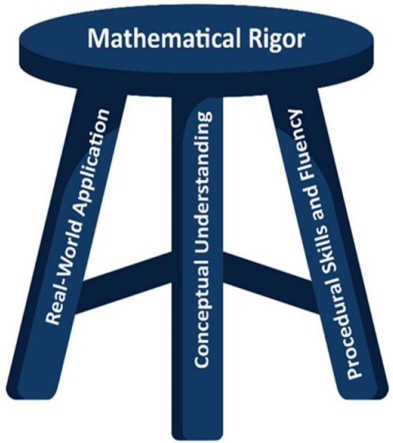
Comprehension of mathematical concepts, operations, and relations. Students build deep foundational knowledge beyond simple memorization to understand the *why* behind math.

2. Procedural Skills & Fluency

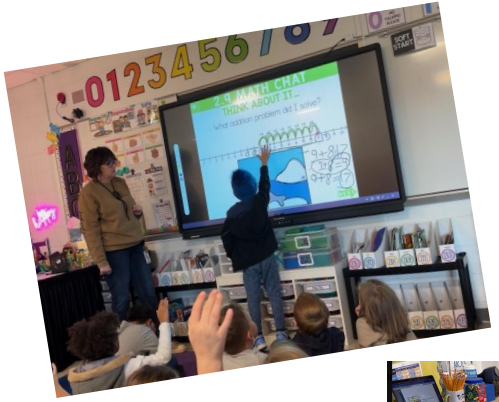
Speed, accuracy, and efficiency in carrying out basic calculations and procedures so students can perform math flexibly and fluidly. (**Focus area in the past.)**

3. Real-World Application

The ability to use math in contextual, non-routine situations. Students apply mathematical ideas to solve real-world problems and practical scenarios.



SFAS Math Framework





Daily Number Talk

5-10 minutes

Can be done at any time during students' math block or day to build flexibility, accuracy, and efficiency through articulation of math thoughts.

Core Instruction:

Rigorous instruction of grade level standards.

Time = Age of student + 2

- Aligned with District pacing
- Scaffolding from conceptual understanding to procedural skills and fluency
- Application to real world
- Face to face
- Recorded lessons

- Whole group interventions: Based on FastBridge: Screening to Interventions report

Tier 2:

Small group instruction focused on specific diagnostic needs.

- Based on data
  - FAST
  - MCA
  - IXL diagnostic
  - Expressions unit readiness diagnostics
- Mastery based to move onto the next skill.

Small Groups: 15 minutes or less
Live instruction aligned to students immediate needs and based on data

Interventions
- Reinforce or support deficient
- Extensions

- Practice of skills using manipulatives
- IXL Jam
- Worksheets
- Kentucky Math
- Stanford University

Practice:

Time for students to engage in previous or new standard-based skills with little to no teacher support.

Work by myself: Students work independently on current, previous, and future skills.

- Basic Skills fluency
- Video lessons
- Worksheets
- Games
- Task Cards
- Math-in-motion

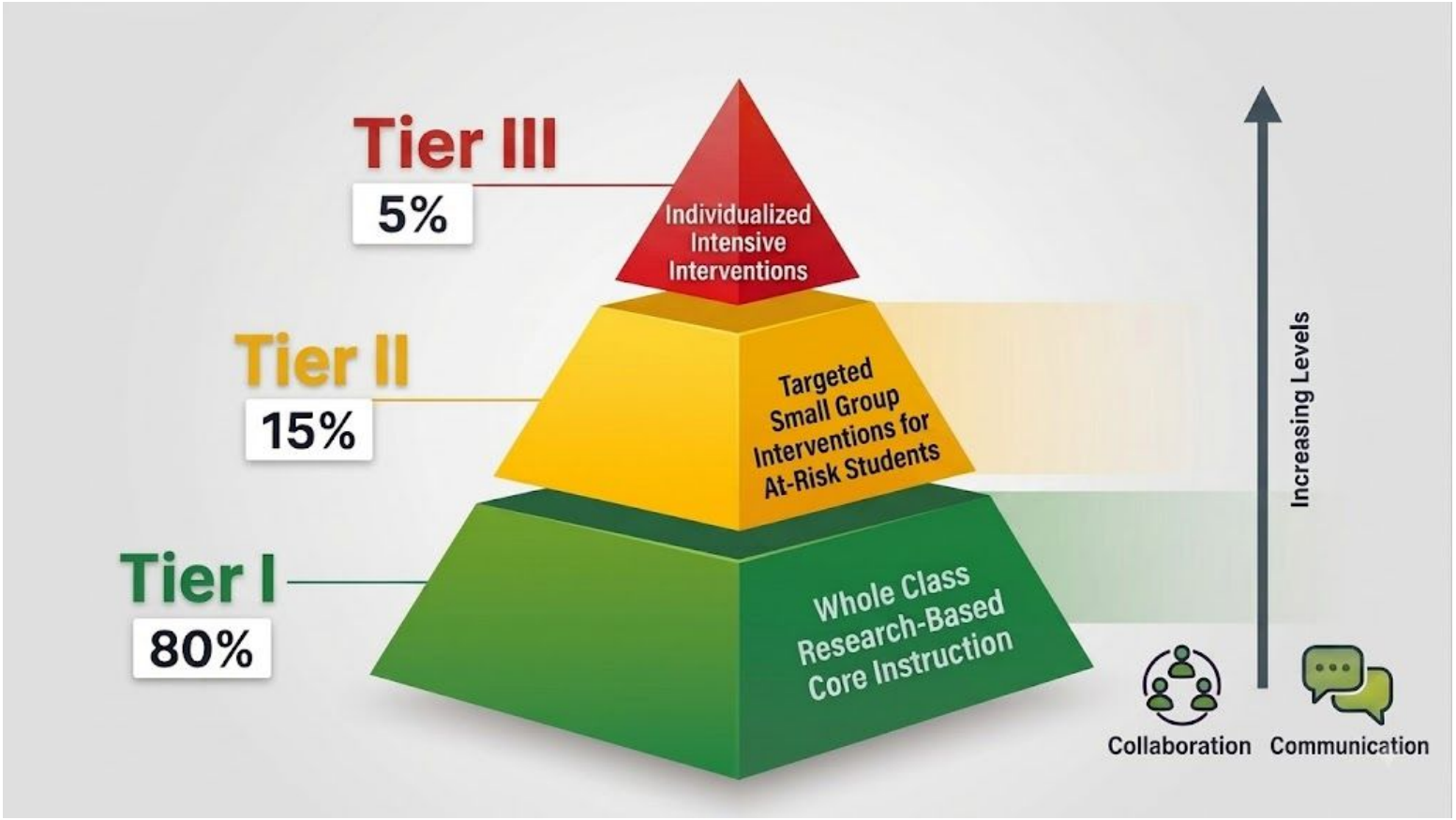
Work with a partner: Students work with a partner or group on current, previous, and future skills.

- Conceptual to procedural activities to connect to real world

Math with technology: Working on current, previous, and future skills.

- IXL
- Video lessons
- App/website based

SEL/PBIS


Tier III
5%
Individualized Intensive Interventions
Tier II
15%
Targeted Small Group Interventions for At-Risk Students
Tier I
80%
Whole Class Research-Based Core Instruction
Increasing Levels
Collaboration
Communication

SEL/PBIS

- SEL
  - Second Step
  - Bullying Prevention Curriculum - NEW THIS YEAR!
  - Zones of Regulation
  - You're Not Alone Therapy Dog Program
  - Check In / Check Out
- PBIS
  - Tickets, assemblies
  - Positive Parent Contacts - Calls, emails
  - Morning Announcements
  - Individual & classroom recognition - Lunch Buddies, Stuffed Animals, Pizza Party w/Principal
  - EduClimber





Student of the Month



Saints Pride Bingo

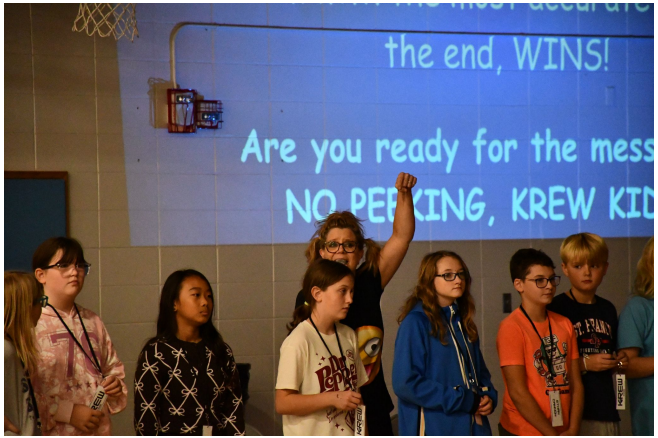




PBIS Assemblies







You’re Not Alone - Therapy Dog Program







Kindness Matters



Questions?