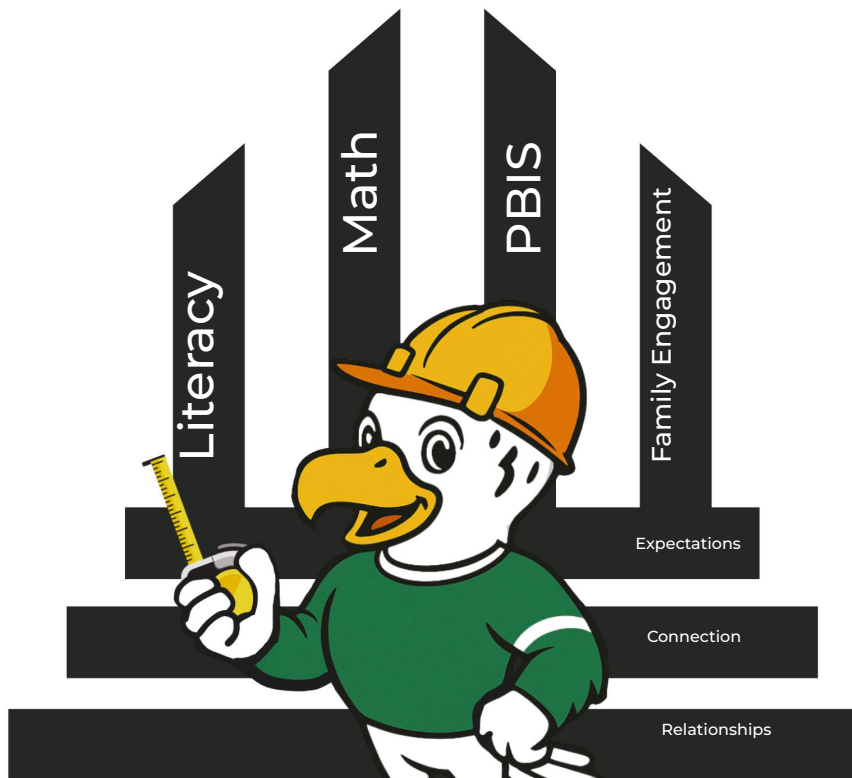




WE ARE FARIBAULT



WE BUILD

NOSTROS CONSTRUIMOS

WAAN DHISAYNAA

WE RISE

NOSTROS LEVANTAMOS

WAAN KACNAA

LINCOLN ELEMENTARY





Mission Statement

Faribault Public Schools partners with families and the community to educate, elevate, and empower every student to achieve their full potential. Every Falcon. Every Day.



EPS Vision Plan

Vision 1: Enhance Student Achievement

Vision 2: Maintain and Grow Financial Health

Vision 3: Enhance High Quality Facilities

Vision 4: Advance High Quality Technology

Vision 5: Grow Professional Development and Human Resources

Vision 6: Effective Communications

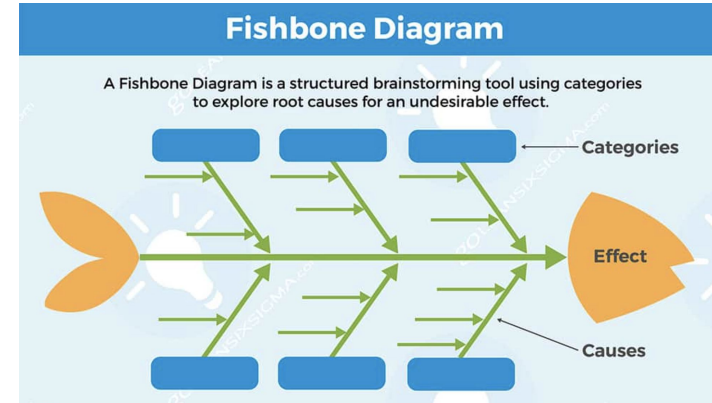
Implementation Stages to Our Goal



Root Cause Analysis using the Fishbone tool

Why: To find the cause of a problem instead of always treating it (band-aid).

- Our conclusions and action steps must be backed by documented evidence (EBP's)
- There is usually more than one root cause to any given problem.





Current Reality

- Fishbone Analysis
- We have about 30% of our students meeting benchmark in reading and math.
- Returning Faribault Teachers – calculated the % of students in typical and aggressive growth from fall to winter
- Led us to our new goal



Site Goals

By the Spring of 2026, 50% of our students will achieve typical or aggressive growth as determined by the eReading and aReading Fastbridge assessments, by embedding LETRS vocabulary strategies into our literacy block.

Committees

VOCABULARY STRATEGIES

By the Spring of 2026 at Lincoln Elementary, 50% of our students will achieve typical or aggressive growth as determined by the eReading and eReading Fastbridge assessments, by embedding LETRS vocabulary strategies into our literacy block.



1 Pick Tier 2 Words What words will get your time? (Pg. 20)	6 Ten Dollar Words High quality teacher language (Pgs. 57-59)	11 Student Friendly Definition Word + Synonym, Category + Attributes (Pg. 50)	16 Independent Reading Correlated with vocabulary growth and academic achievement. (Pg. 20)
2 New Word Routine Words your students will not forget. (Pgs. 38-39)	7 Sorting Words into Categories Creating new pairs and connections in our mental dictionaries. (Pg. 48)	12 Vocab Bingo Create a new sentence using the words on a bingo board.	17 Semantic Feature Analysis Comparing features of a morpheme, word, or sentence with a chart. (Pg. 53)
3 Use Cognates Words that share common meaning, spelling and pronunciation. (Pg. 33)	8 Multiple Meanings Web The more associations a word has in the brain, the easier it can be retrieved and used. (Pg. 49)	13 Identify Morphemes Prefixes, roots, and suffixes (Pgs. 62-63)	18 Word Wizard Make a class chart to see how many times we see and use our words of the week or unit.
4 Interactive Read Alouds Select books 1 grade level above and teach tier 2 words. (Pg. 20)	9 Select and Connect Review vocabulary and build oral language. (Pg. 66)	14 Four Square Owning the word with examples and nonexamples. (Pg. 64)	19 Share the Wealth! Share great ideas and pictures with your team and literacy committee
5 Shades of Meaning Use index cards to differentiate one word from another. (Pg. 54)	10 Semantic Map Represents many dimensions of a word to really know it. (Pg. 14)	15 Partner Chatter Used after words have been introduced, with teacher feedback. (Pg. 65)	20 Check out Examples https://tinyurl.com/po2n78yy

What words should I explicitly teach?



Lexia

LETRS™

PD Sessions

Walkthroughs

Or [Here](#)

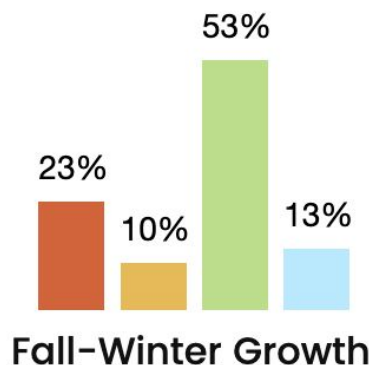
Goal= 50% will achieve typical
or aggressive growth



Building Data – Literacy - Percent at Typical and Aggressive Growth

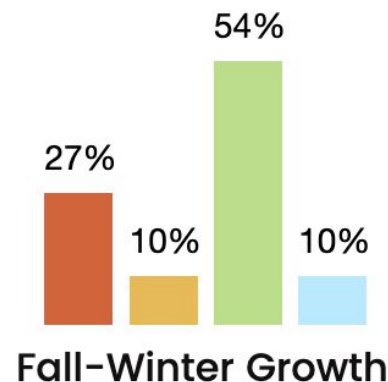
Growth Of All Students In Group
By Normative Categories: ?

aReading = 66%



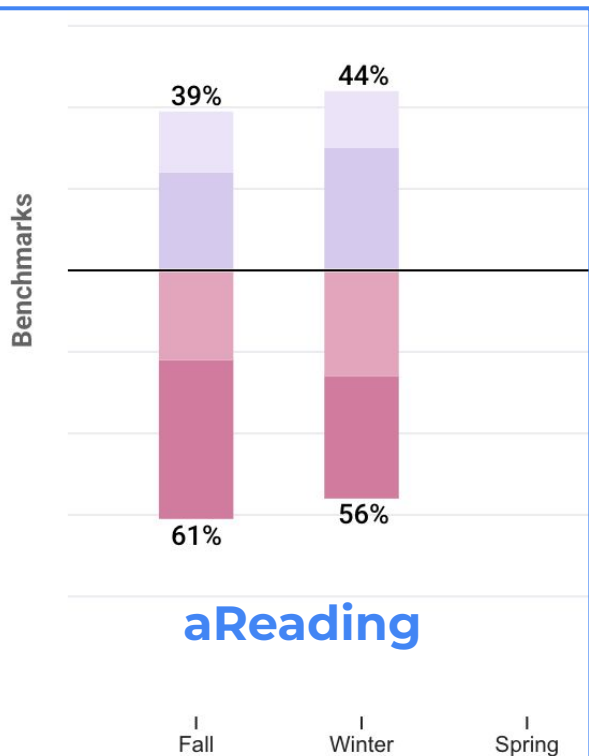
Growth Of All Students In Group
By Normative Categories: ?

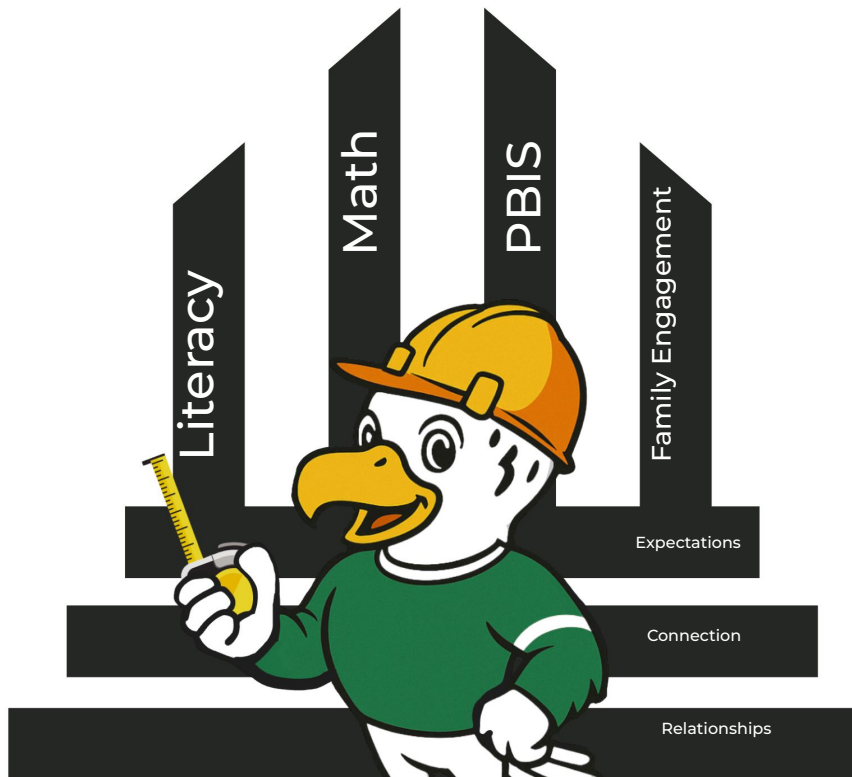
Early Reading = 64%





The Percent of Students that are at Benchmark





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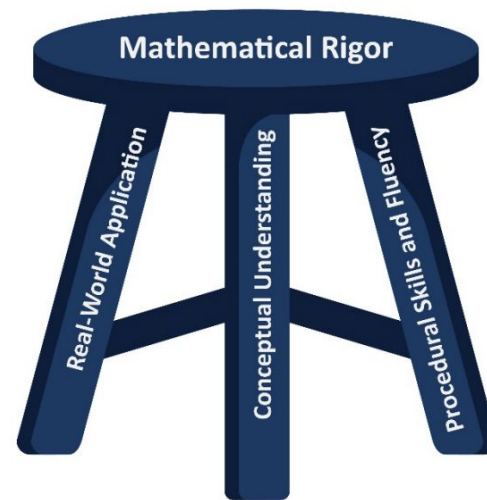
WAAN KACNAA

LINCOLN ELEMENTARY

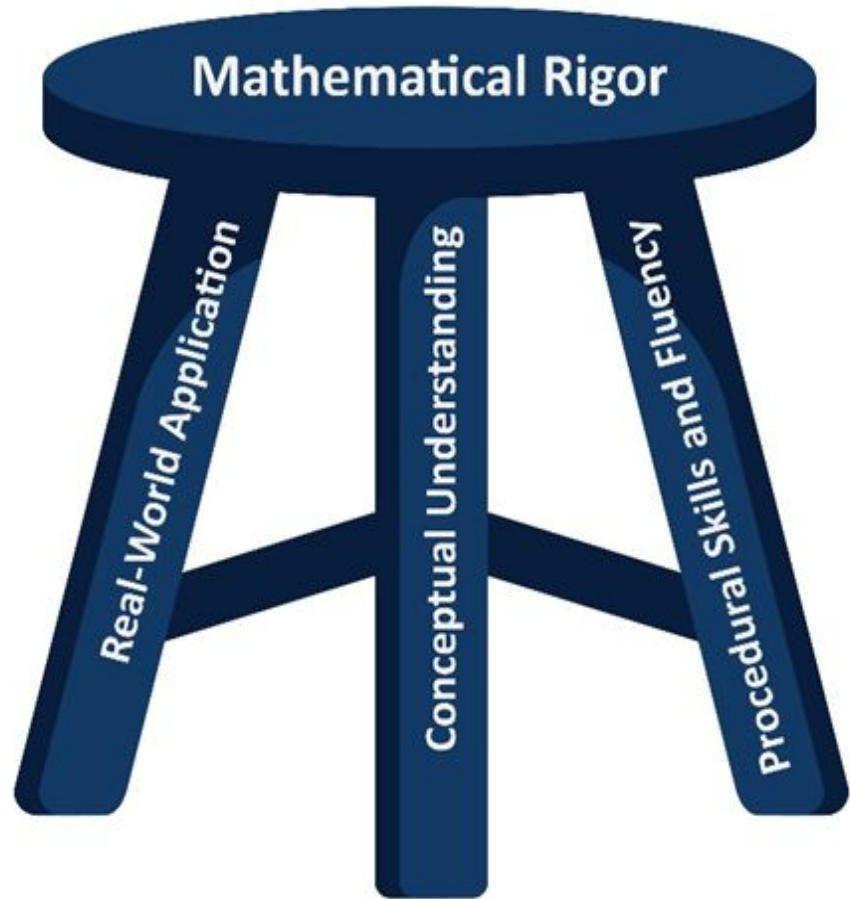


Site Goals – Math

By the Spring of 2026, 50% of our students will achieve typical or aggressive growth as determined by the eMath and aMath Fastbridge assessments, by understanding and using the three pillars of mathematical rigor.



What is Mathematical Rigor?



First Steps: What activities support conceptual understanding in our curriculum?

2 BUILD Conceptual Understanding

Slides 3–4

Problem of the Day

The girls' soccer team won $\frac{1}{2}$ of their games, and the boys' soccer team won $\frac{1}{3}$ of their games. They each played the same number of games. Which team won more of their games?

Slides 5–7

Build It

To finish building a train, Jordan used two boards. One is $\frac{1}{2}$ inch long and the other is $\frac{1}{3}$ inch long. What is the total length of the board?

1 Model each fraction using fraction tiles and show them side by side.

2 Find fraction tiles that will match the length of the combined tiles. Line them up below the model.

3 Find fraction tiles that will match the length of the combined tiles. Line them up below the model.

3 PRACTICE Procedural Skill and Fluency

Slides 8–9

Try It

Shane's family ate $\frac{1}{2}$ of a strawberry pie and Brandon's family ate $\frac{1}{3}$ of a different strawberry pie. How much did they eat altogether?

1 Model each fraction using fraction tiles and show them side by side.

2 Find fraction tiles that will match the length of the combined tiles. Line them up below the model.

3 Show there is $\frac{5}{6}$ of the $\frac{1}{2}$ fraction.

4 Show that the sum of the fractions $\frac{1}{2}$ and $\frac{1}{3}$ is $\frac{5}{6}$.

They ate $\frac{5}{6}$ strawberry pie altogether.

Slides 10–15

Talk About It

6. In the first activity, how does the denominator of the sum, $\frac{5}{6}$, compare to the denominators of the addends, $\frac{1}{2}$ and $\frac{1}{3}$?

Build It

You will need

- fraction tiles

Read the example aloud.

What sum are we trying to find? $\frac{1}{2} + \frac{1}{4}$

We can find the sum using models.

Hold up a $\frac{1}{2}$ - and $\frac{1}{4}$ -fraction tile. Place the tiles next to each other.



Use Appropriate Tools Students can check to see if they have equivalent fractions by aligning the tiles below each other. If the tiles do not align, the fractions are not equivalent.

Try It

Read the example aloud.

What sum are we trying to find? $\frac{2}{3} + \frac{3}{4}$

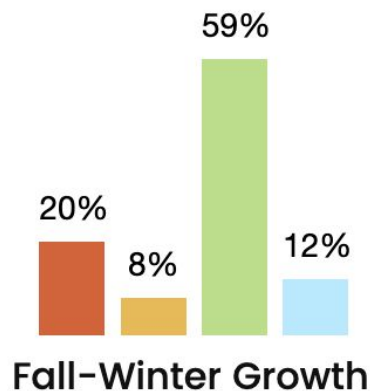
Goal= 50% will achieve typical
or aggressive growth



Building Data – Math - Percent at Typical and Aggressive Growth

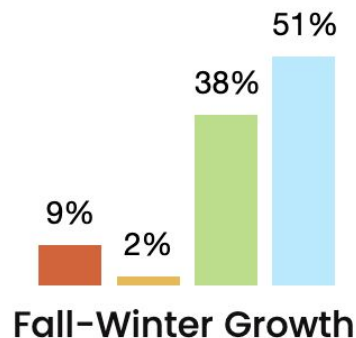
Growth Of All Students In Group
By Normative Categories: ?

aMath = 71%



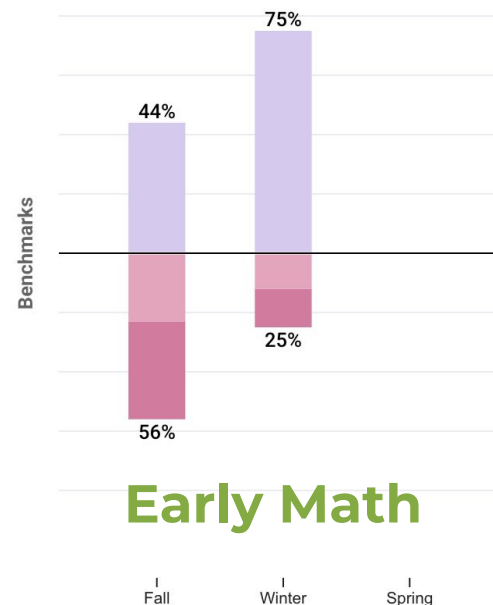
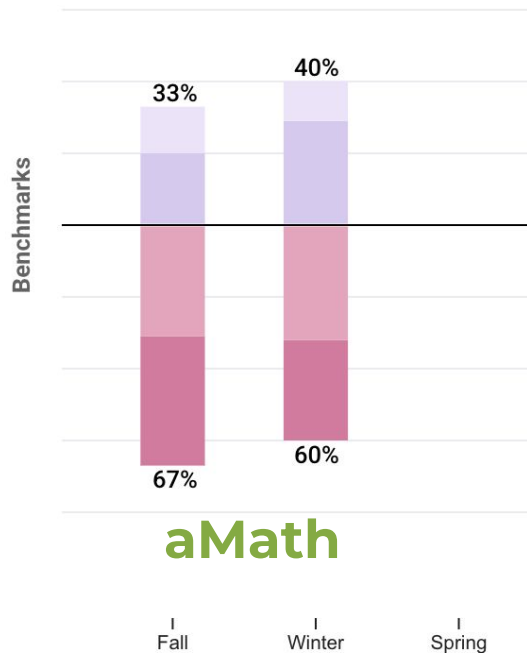
Growth Of All Students In Group
By Normative Categories: ?

Early Math = 89%





The Percent of Students that are at Benchmark





Intentionality

Clear Action
Steps

Walkthroughs



Data-driven
decisions

Intentional
Behavior
Management

Individualization





Our Students





How do we teach our expectations?

How are you going to do this in your classroom?

How will you use it to teach expectations?

How will you use it to build community?



Lincoln Classroom SOAR Matrix

	Welcome	Whole Group	Small Group	Independent Work	Transitions	End of Day	When I'm Upset
S <u>Safe</u>	Use walking feet.	Body in control.	Clean up space.	Stay in your space.	Use walking feet.	Move calmly to your departure area.	Ask an adult for help.
O <u>On Task</u>	Morning job.	Active listening.	Stay in your group.	Do your job.	Go directly to the next task.	Organize your materials.	Calm myself down.
A <u>Accountable</u>	Put materials in designated places.	Participate in learning.	Complete your work.	Focus on you.	Know your spot and get there.	Remember all your belongings.	Name your feelings.
R <u>Respectful</u>	Greet peers and teachers.	Take turns speaking and listen to peers.	Follow voice level expectations.	Follow directions.	Be calm and quiet.	Say goodbye to your teacher and peers.	Express feelings appropriately.
Teacher Role		Greet students with a smile Teach, model and reteach expectations	Use SOAR language Use DO language			Use specific praise to reinforce behavior Redirect undesirable behaviors	

How do we teach our expectations?

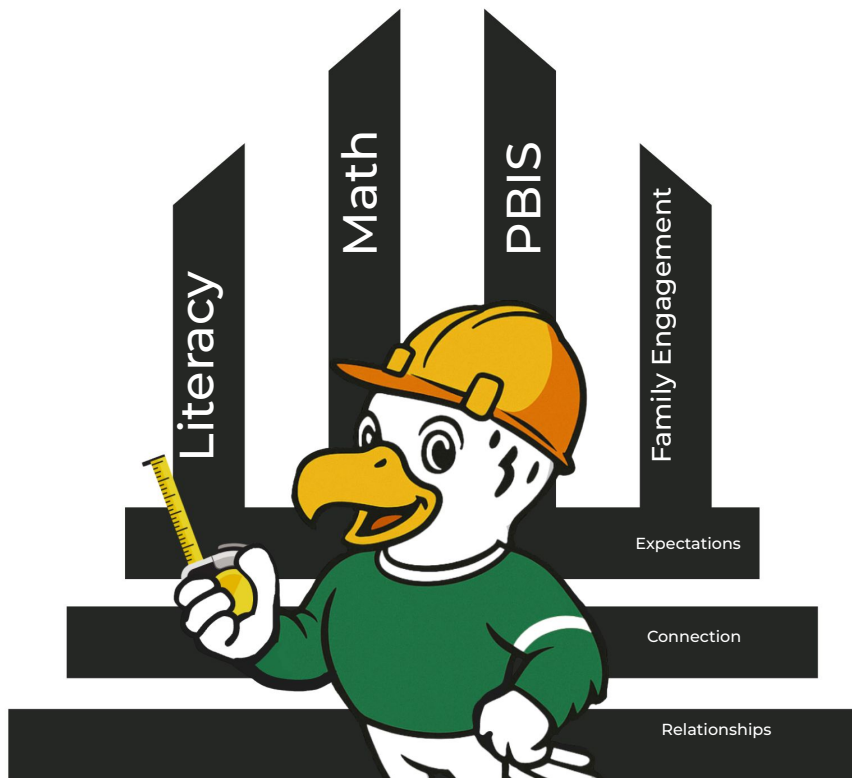
SOAR Assemblies

- Monthly focus areas
- Students of the Month games
- Class and grade level awards
- Community building



How do we teach our expectations?





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