WE ARE FARIBAULT

Literacy
Math
PBIS
Family Engagement
Expectations
Connection
Relationships
WE BUILD
NOSTROS CONSTRUIMOS
WAAN DHISAYNAA
WE RISE
NOSTROS LEVANTAMOS
WAAN KACNAA
LINCOLN ELEMENTARY

FALCONS
LINCOLN
ELEMENTARY SCHOOL
FALCONS

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.

FPS 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

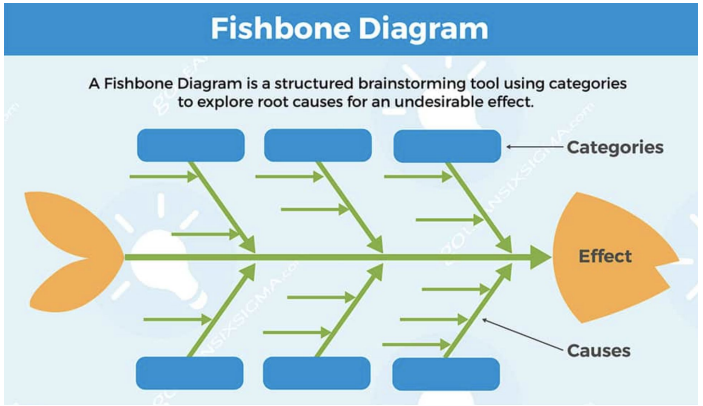
Vision 5: Grow Professional Development and Human Resources

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.

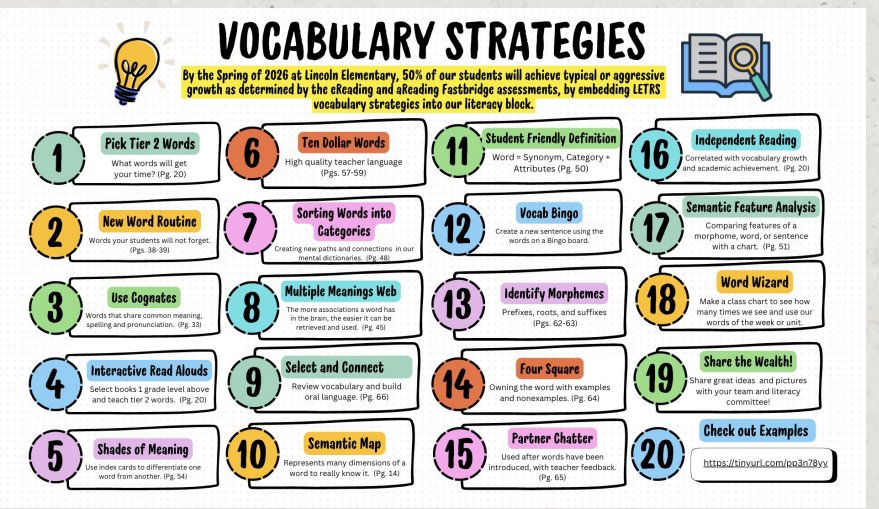
Current Reality

- 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



Lexia LETRS™

PD Sessions

Walkthroughs

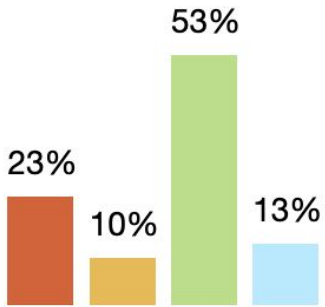
Or Here

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:

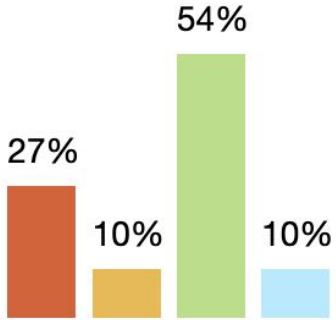
aReading = 66%



Fall-Winter Growth

Growth Of All Students In Group
By Normative Categories:

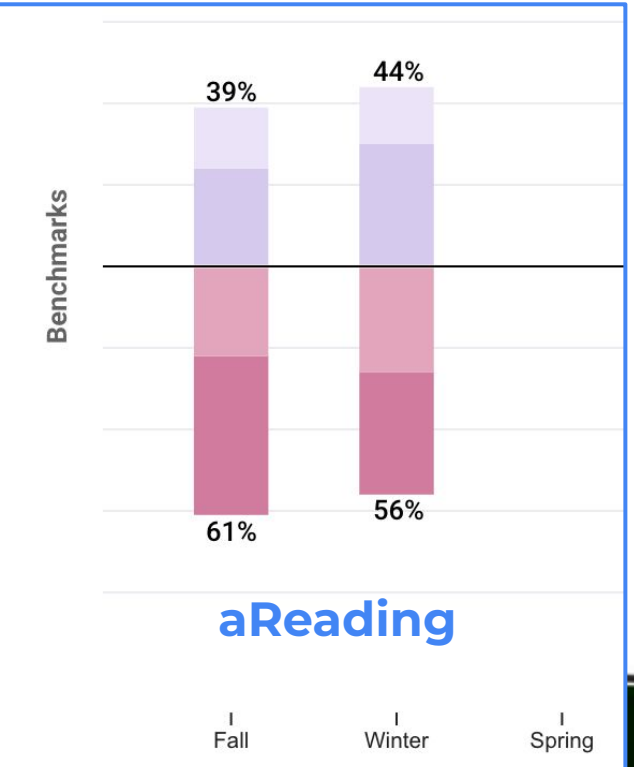
Early Reading = 64%



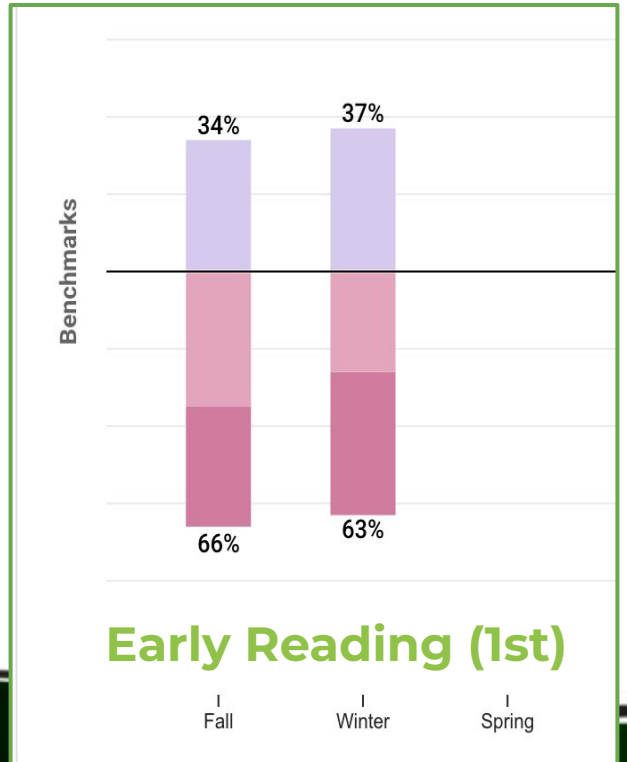
Fall-Winter Growth

HIGH RISK | SOME RISK | LOW RISK | ON TRACK

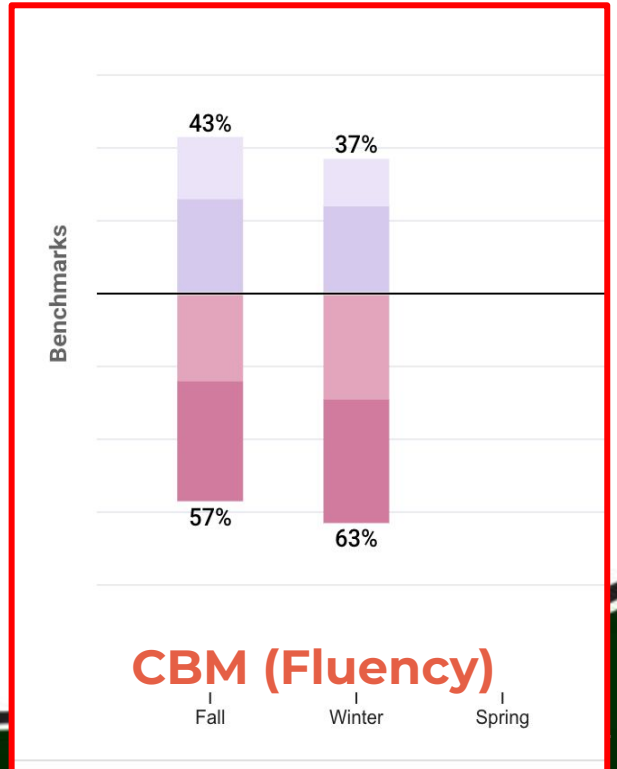
The Percent of Students that are at Benchmark



aReading



Early Reading (1st)

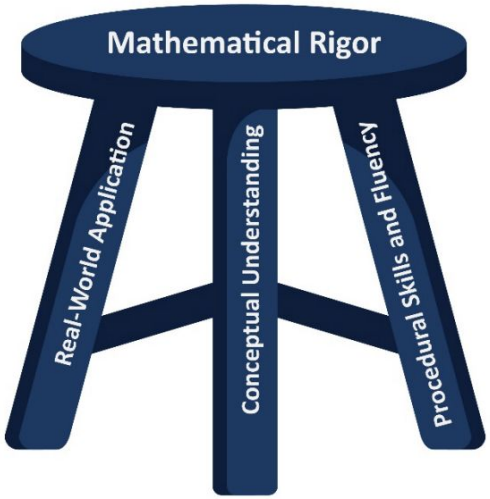


CBM (Fluency)

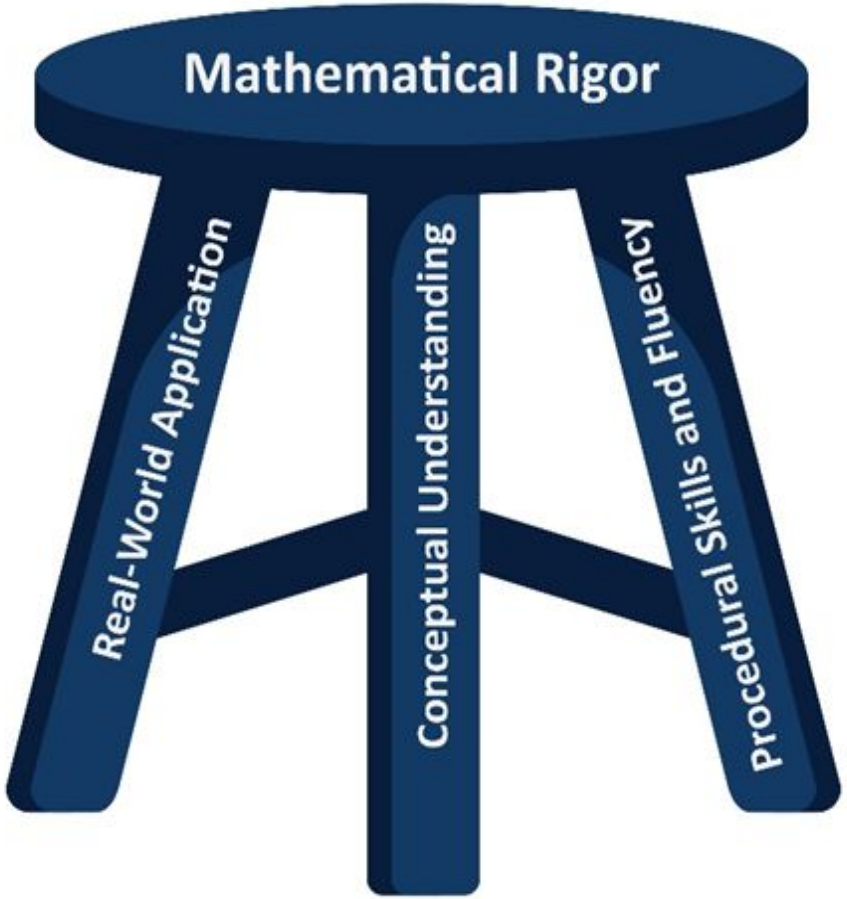
Literacy
Math
PBIS
Family Engagement
Expectations
Connection
Relationships
We Build
Nostros Construimos
Waan Dhisaynaa
We Rise
Nostros Levantamos
Waan Kacnaa
Lincoln Elementary

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.



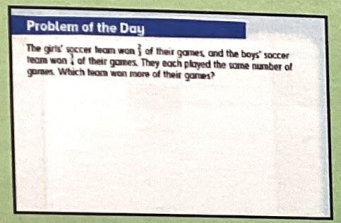
What is Mathematical Rigor?



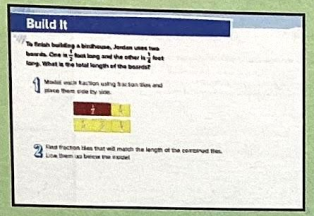
First Steps: What activities support conceptual understanding in our curriculum?

2 BUILD Conceptual Understanding

Slides 3–4

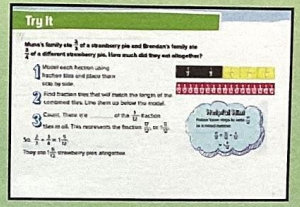


Slides 5–7

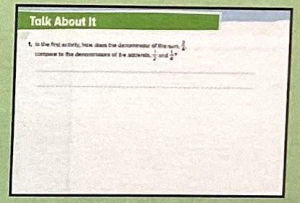


3 PRACTICE Procedural Skill and Fluency

Slides 8–9



Slides 10–15



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.

MP5 **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.

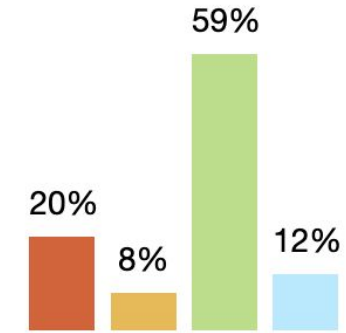
What sum are we trying to find? $\frac{2}{3} + \frac{3}{4}$

Goal= 50% will achieve typical or aggressive growth

Building Data – Math - Percent at Typical and Aggressive Growth

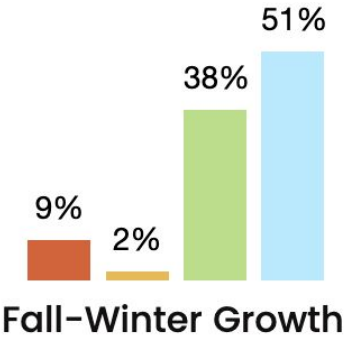
Growth Of All Students In Group
By Normative Categories:

aMath = 71%

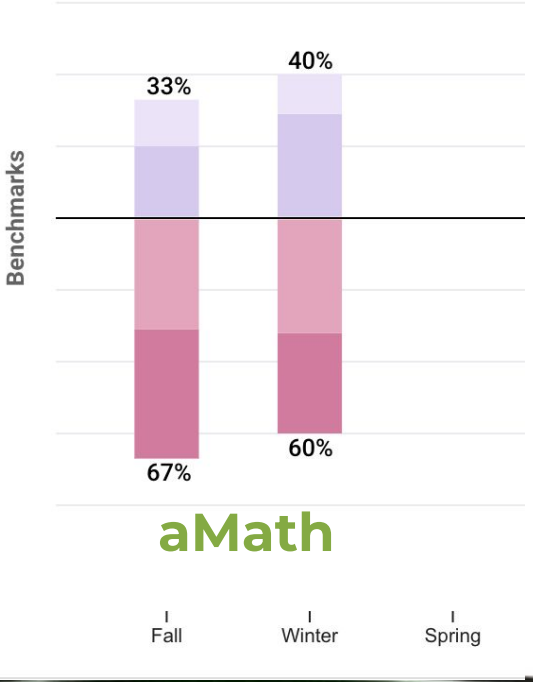


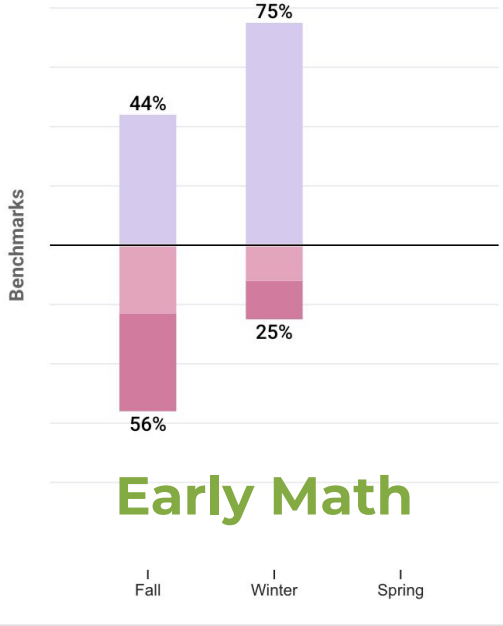
Growth Of All Students In Group
By Normative Categories:

Early Math = 89%



The Percent of Students that are at Benchmark





Intentionality

Clear Action Steps

Walkthroughs

Data-driven decisions

Intentional Behavior Management

Individualization

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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 Safe	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 On Task	Morning job.	Active listening.	Stay in your group.	Do your job.	Go directly to the next task.	Organize your materials.	Calm myself down.
A Accountable	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 Respectful	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

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