

Work Session

Monday, March 2, 2026 5:30 PM

Faribault Public Schools District Office, 710 17th Street SW, Faribault, MN 55021

I. Call to Order

I.A. Determination of a Quorum Present

I.B. Pledge of Allegiance

II. Informational Items

II.A. Roosevelt Early Learning Center - **Presenter:** Amy Bouma, Principal
PRESENTATION

II.B. FastBridge Data - **PRESENTATION** **Presenter:** Julie Hull, Director of Teaching and Learning

II.C. Achievement and Integration (A&I) Plan - **Presenter:** Biz Daniels, Secondary Curriculum and Instruction Coordinator
PRESENTATION

II.D. FY 2026-2027 Budget Adjustments - **Presenter:** Barbie Roessler, Director of Finance and Operations & Nicole Yochum, Director of Human Resources
PRESENTATION

III. Adjourn



WE ARE FARIBAULT



Roosevelt Early Learning Center





Ms. LeMieux

Reading Interventionist



Ms. Damaris

Spanish Immersion K Teacher



Ms. Angie

PreK Teacher



Ms. Sage

Early Learning Coordinator



Ms. Bouma

Principal



RELC Students!





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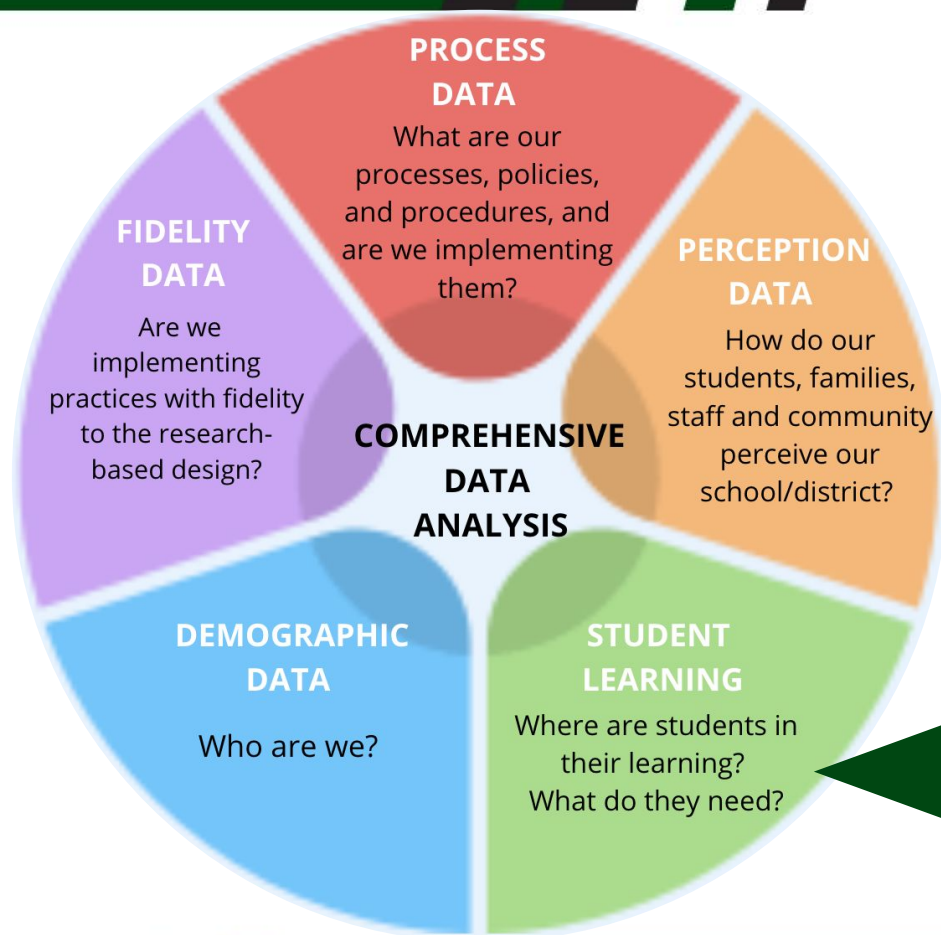


Faribault Public Schools

Fastbridge

Data Report

March 2025



Balanced, Comprehensive, and Equitable Assessment System

- **Balanced** = There are many sources of data that inform our practices. We do not rely on a single measure.
- **Comprehensive** = We consider students' needs holistically, and target specific areas of need
- **Equitable** = We strive to meet the needs of each and every student by building on their strengths

Types of Assessment Data



Summative

A standardized measure of year-end attainment of grade level standards

Example

MCA & ACCESS

Used To

Evaluate systems progress and comprehensive achievement



Screening

A universal measure of progress against grade-level norms and benchmarks

Example

Fastbridge

Used To

Guide MTSS and identify students who may need extra support



Diagnostic

An additional assessment done with some students when a risk factor is flagged in screening

Example

Phonics Inventory

Used To

Determine a specific skill to address in a systematic way



Formative

Ongoing classroom evidence of student learning toward instructional goals

Example

Progress monitoring, tests, rubrics, projects

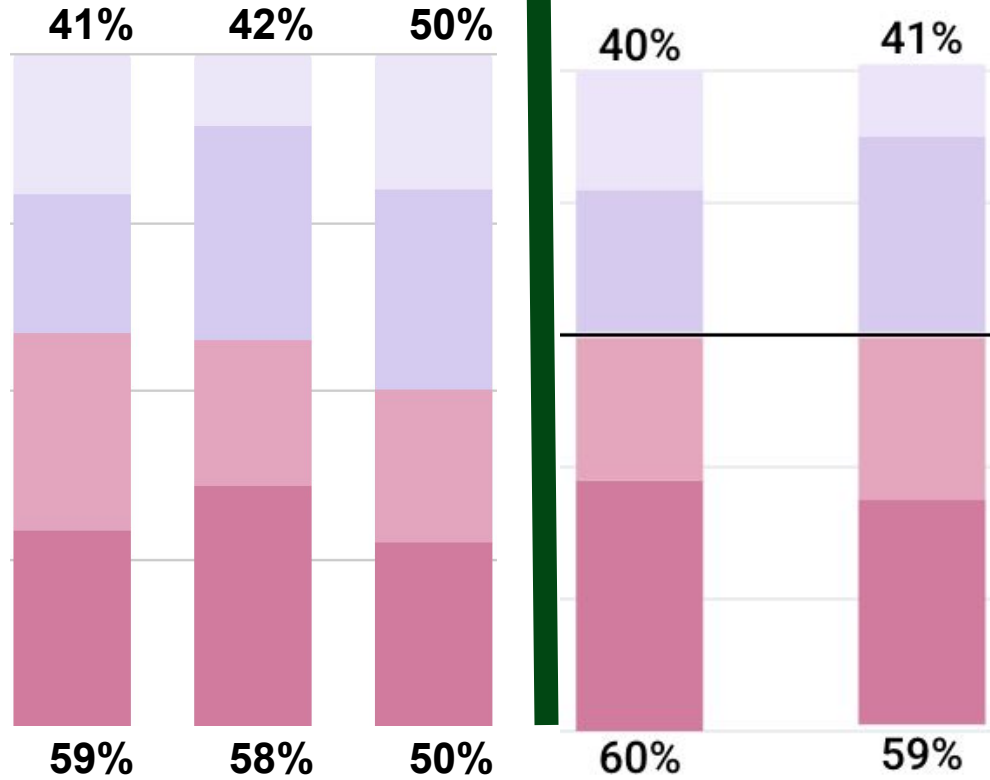
Used To

Plan instruction, provide feedback

Fastbridge Districtwide aReading

(Grades 1-9, Open to all HS Students) - a universal screening measure that is a useful estimate of broad reading achievement at 3 benchmarking periods per year over multiple grade levels. This is delivered completely online and adapts to the child's answer pattern to match the developmental and skill level of the student.

High School
9th Grade



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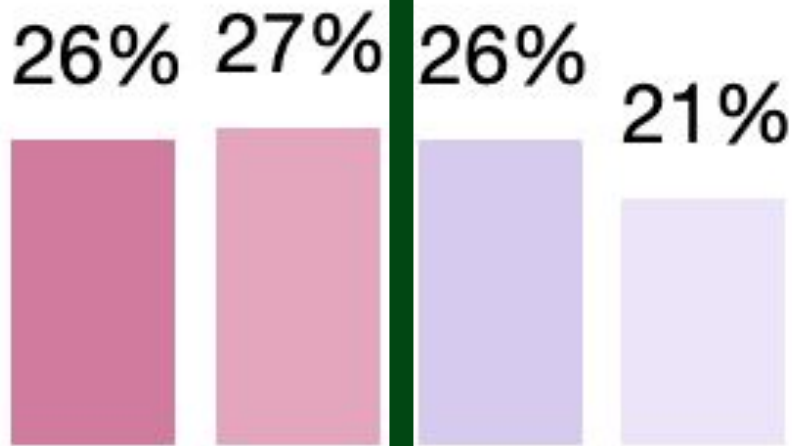
aReaadng

All Students



#WeAreFaribault

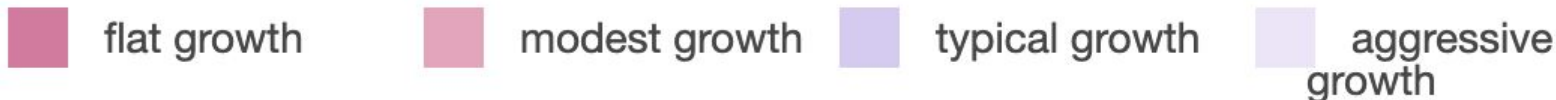
High School 9th Grade



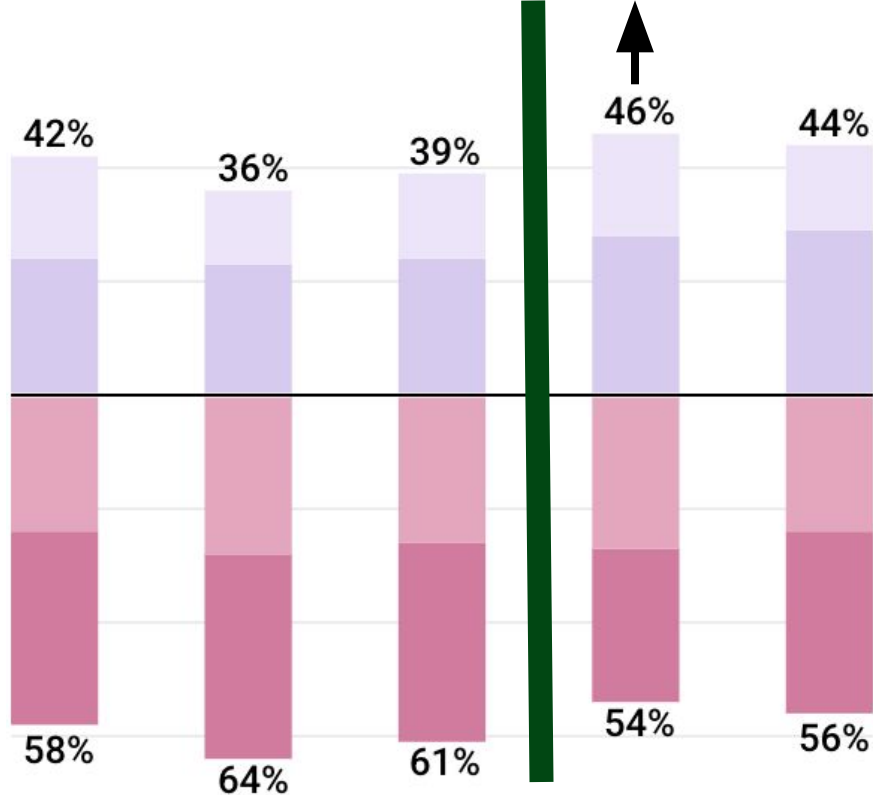
Fall-Winter Growth

aReaading

Student Median Growth %ile:



Middle School



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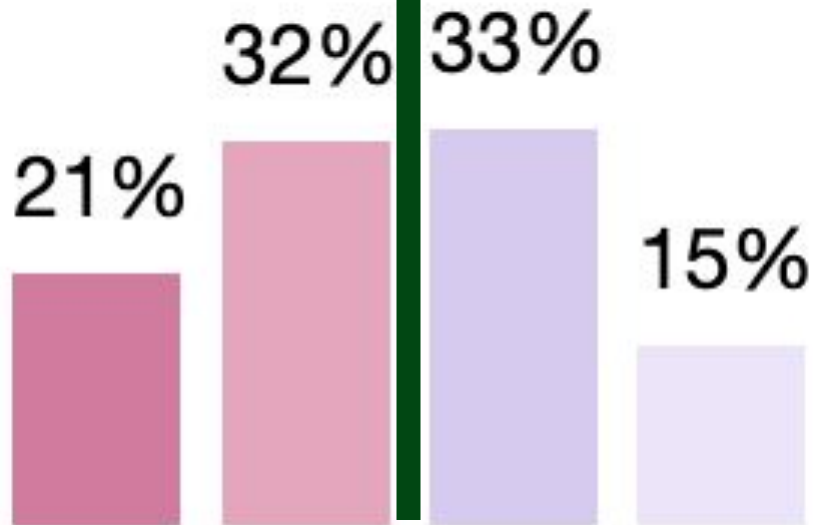
aReaadng

All Students



#WeAreFaribault

Middle School



Fall-Winter Growth

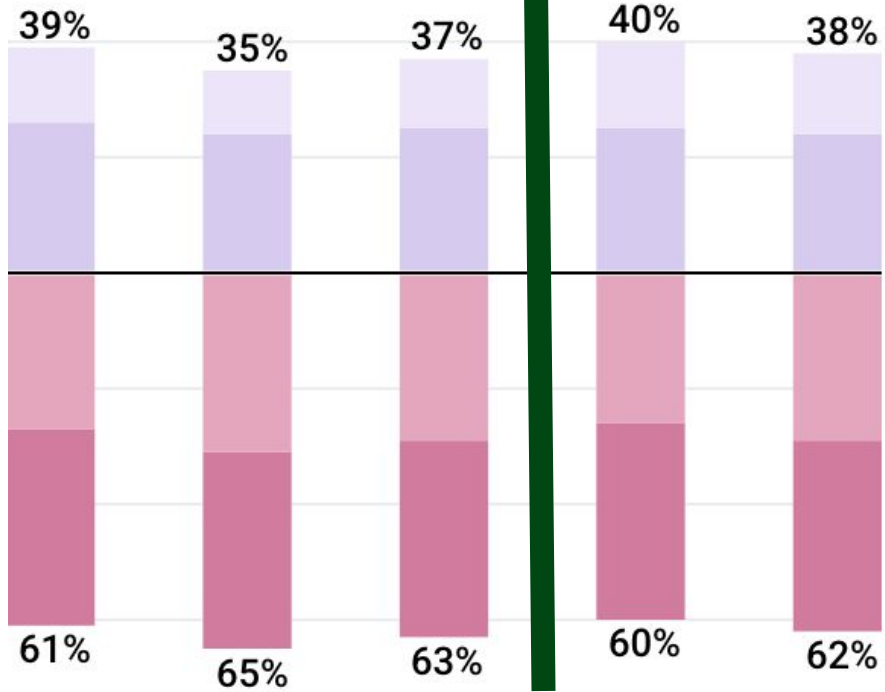
aReading

Student Median Growth %ile:

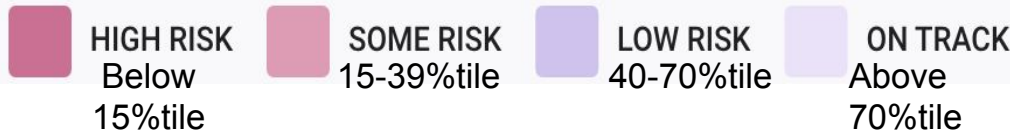


Jefferson Elementary School

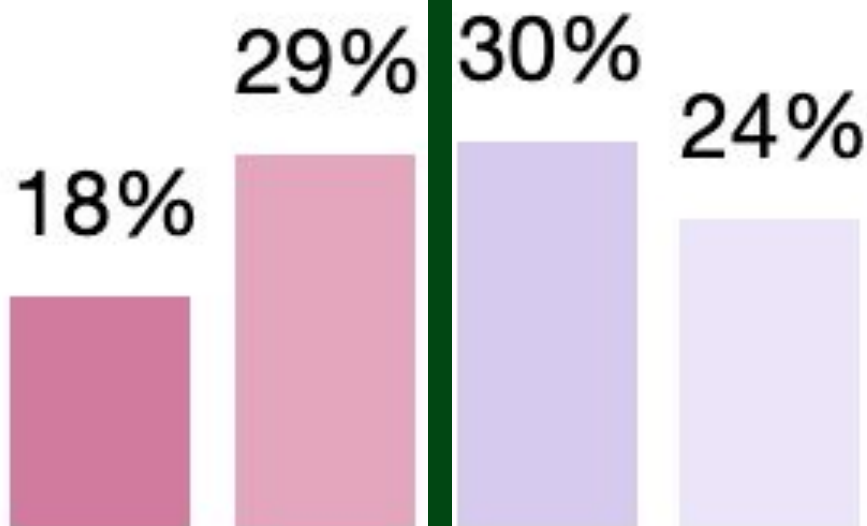
aReaading



All Students



Jefferson Elementary School



aReaadng

all-Winter Growth

Student Median Growth %ile:

flat growth

modest growth

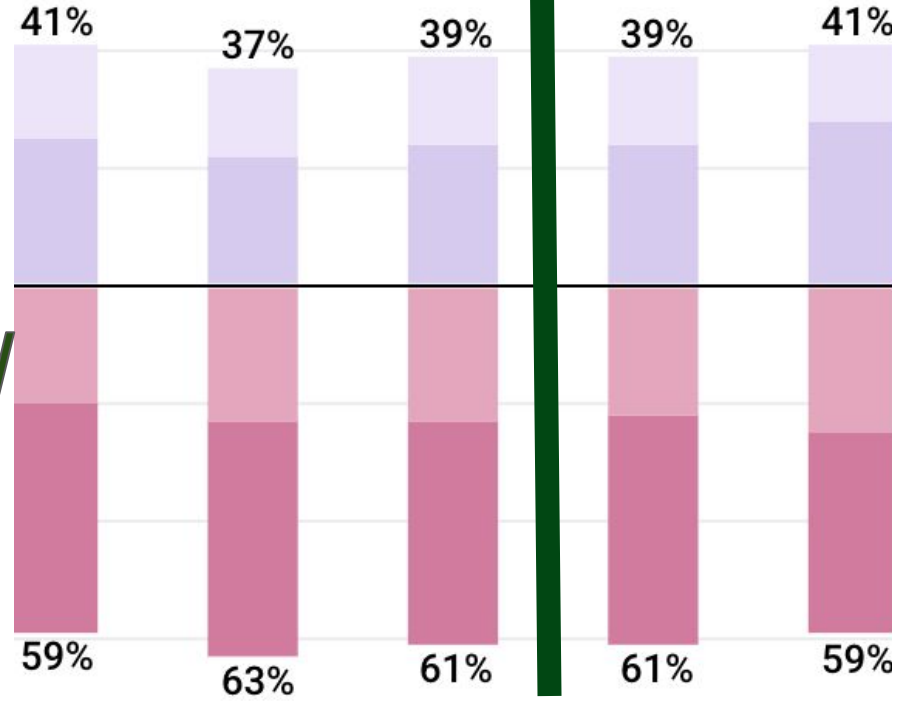
typical growth

aggressive
growth

Lincoln
Elementary
School

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aReaadng



All Students

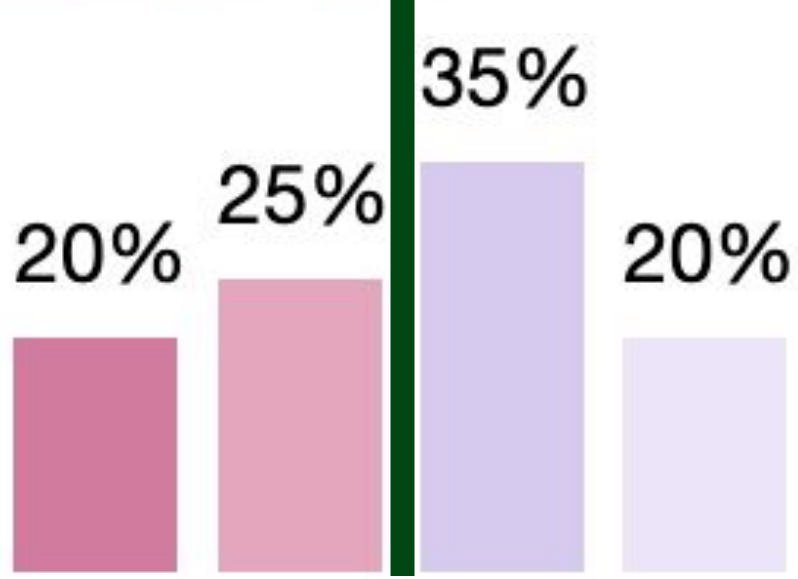


#WeAreFaribault

Lincoln Elementary School

Fall-Winter Growth

aReaading



Student Median Growth %ile:

flat growth

modest growth

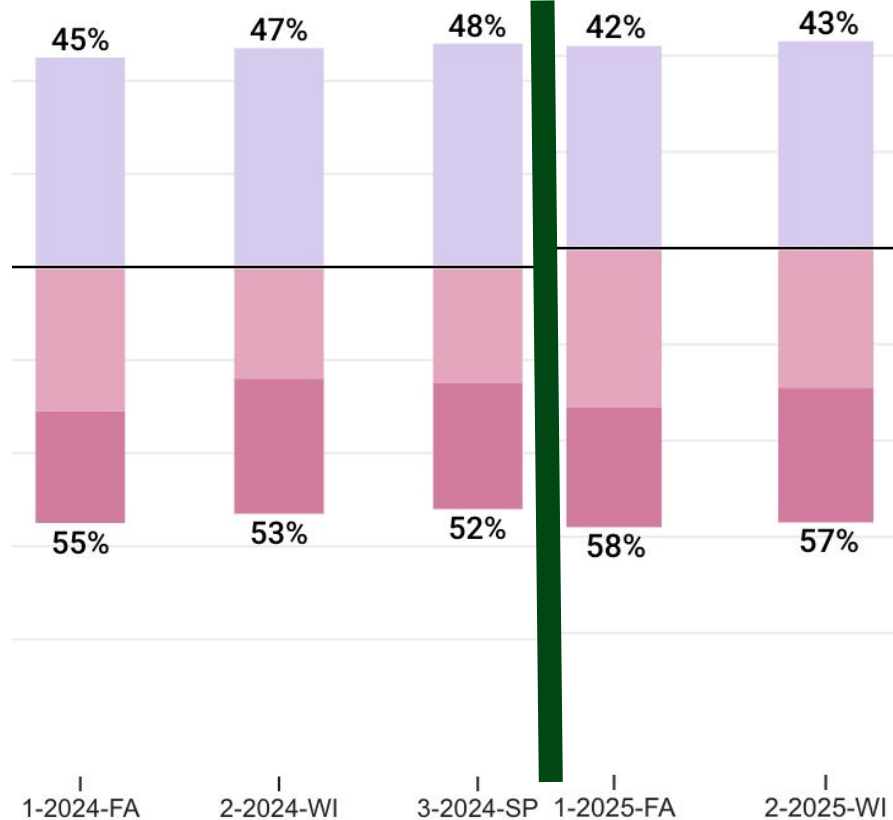
typical growth

aggressive growth

Fastbridge Districtwide earlyReading

(**Grades PK-1**) - a measure for a broad indicator of overall reading achievement as well as component skills in 4 domains: concepts of print, phonemic awareness (sounds), phonics (sounds to letters), and decoding. These assessments are administered 1:1 with students.

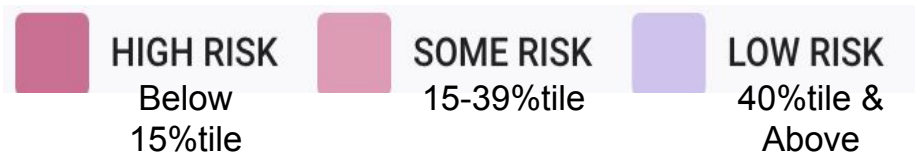
All buildings



WE ARE FARIBAULT

earlyReading

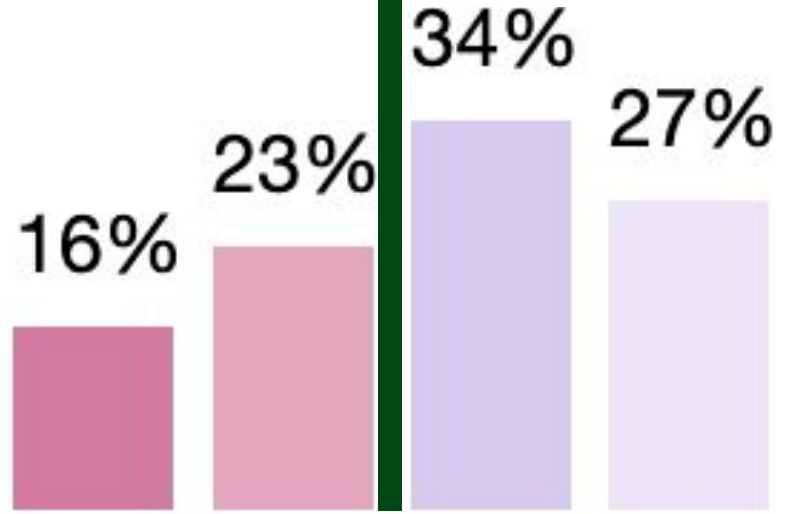
All Students



#WeAreFaribault

early Reading

All Students by Growth Category



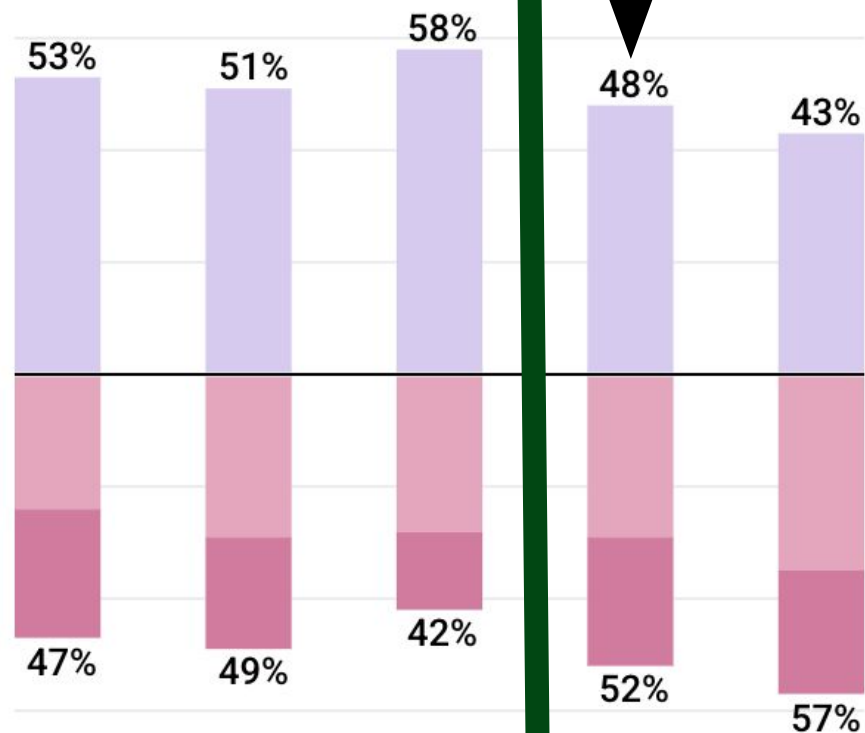
Fall-Winter Growth

Student Median Growth %ile:

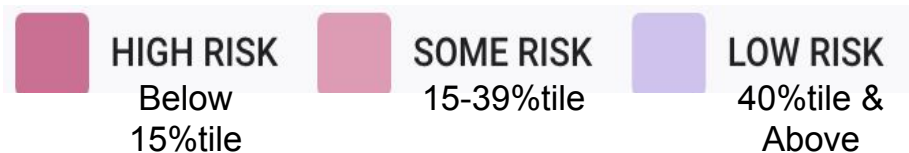
- flat growth
- modest growth
- typical growth
- aggressive growth

earlyReading

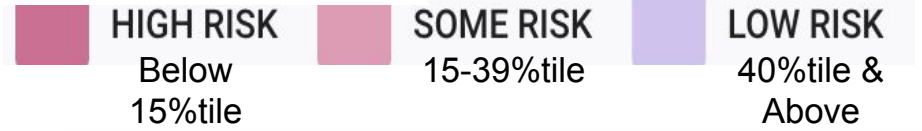
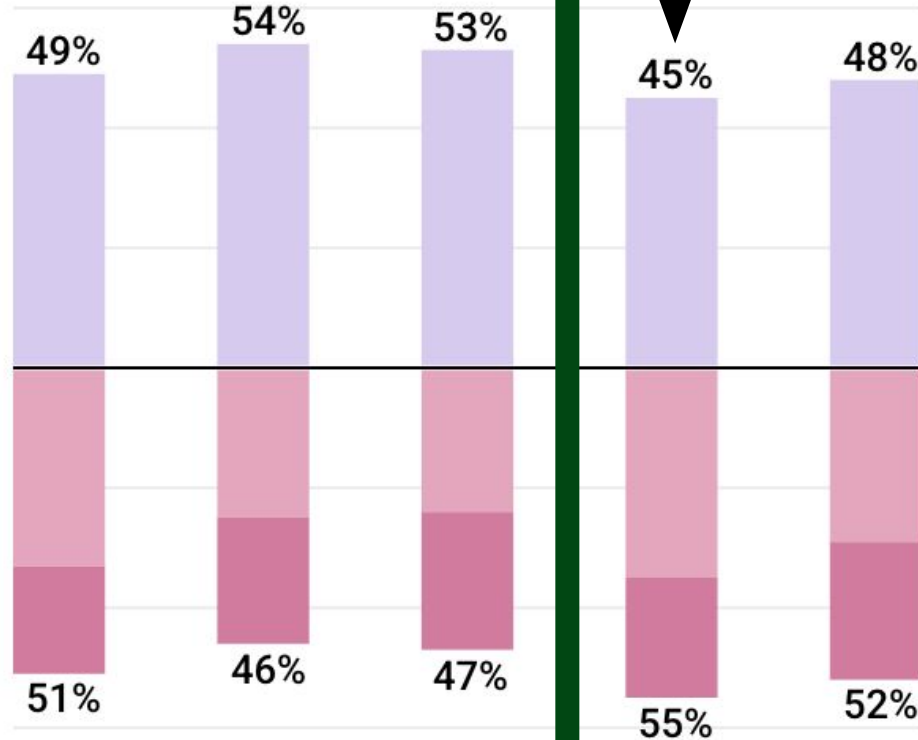
Preschool



All Students



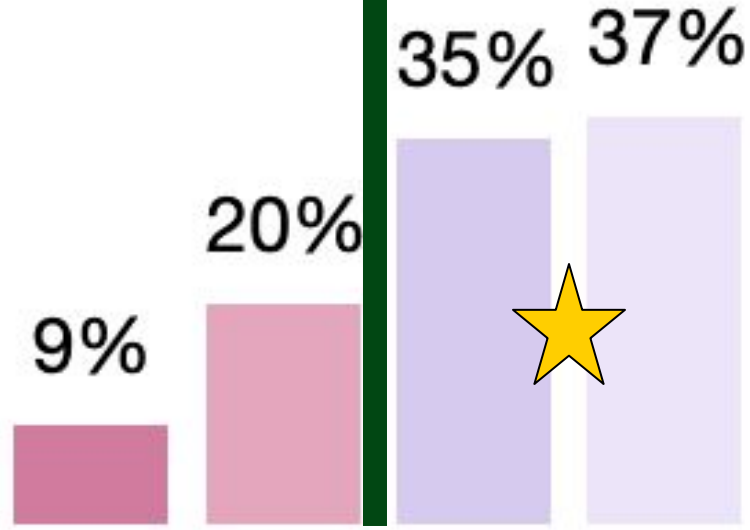
early Reading



Kindergarten

Roosevelt Early Learning Center Kindergarten

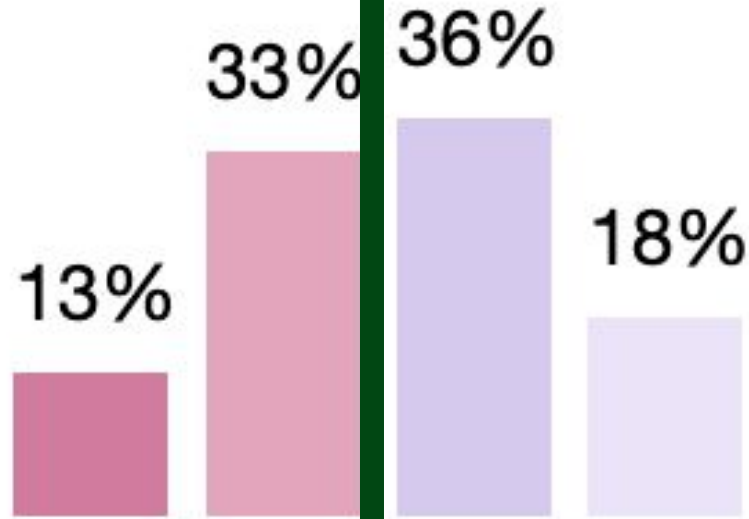
early Reading



Fall-Winter Growth

- flat growth
- modest growth
- typical growth
- aggressive growth

Roosevelt Early Learning Center Early Childhood



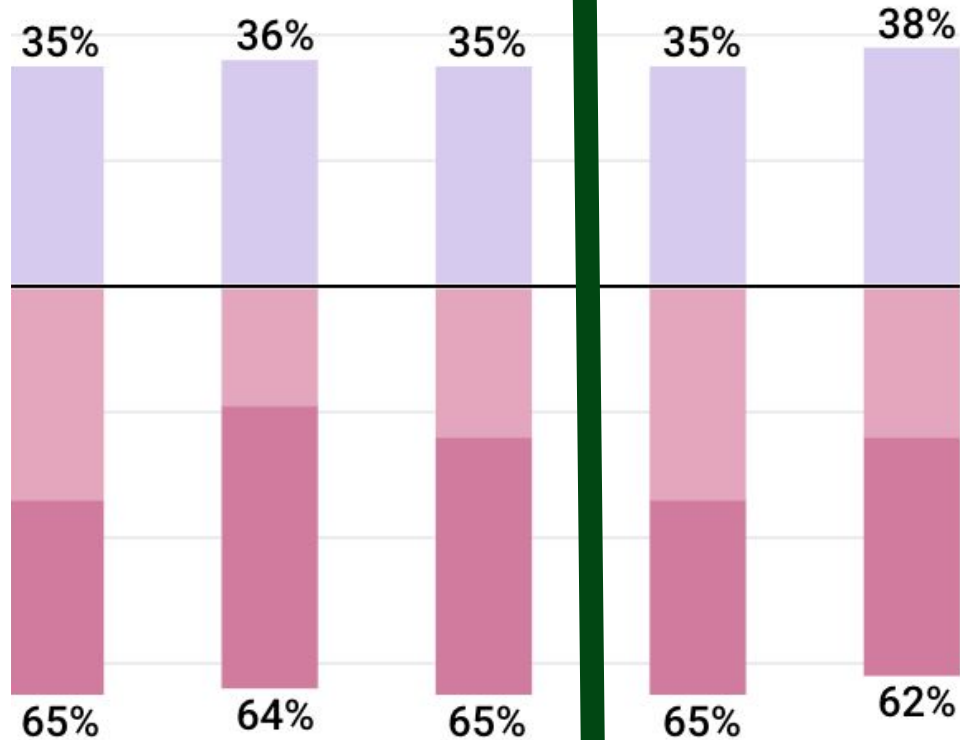
*Growth by All

Fall-Winter Growth



early Reading

early Reading



Grade 1

HIGH RISK
Below
15%tile

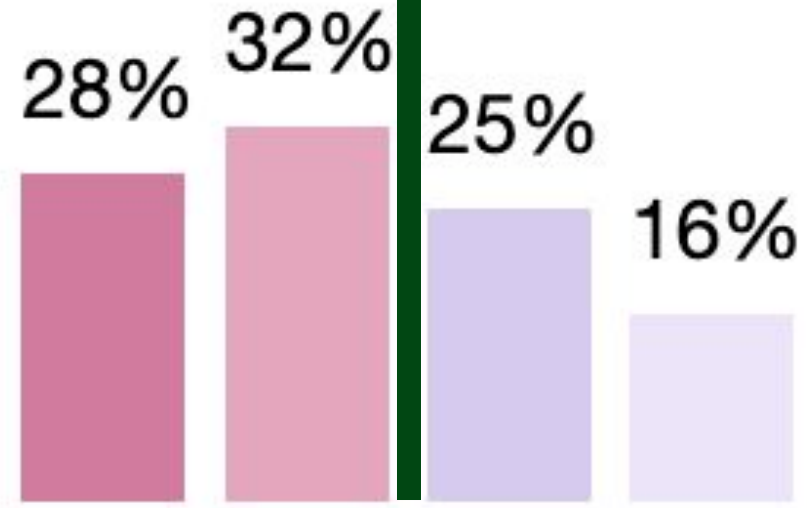
SOME RISK
15-39%tile

LOW RISK
40%tile &
Above

Jefferson Elementary School

early Reading

Fall-Winter Growth



- flat growth
- modest growth
- typical growth
- aggressive growth

Lincoln Elementary School

early Reading

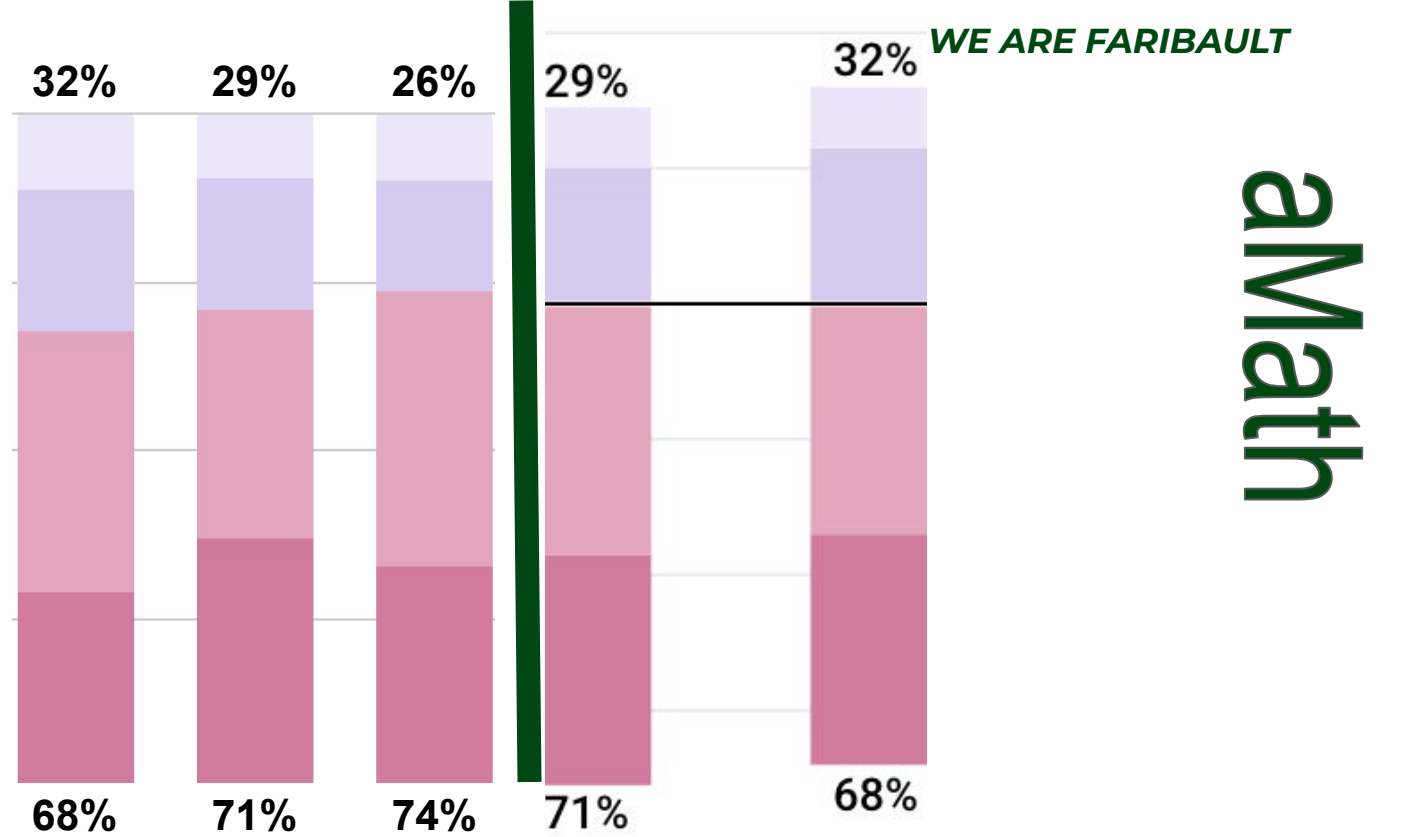
Fall-Winter Growth



Fastbridge Districtwide aMath

(Grades 1-9, Open to all HS Students) - a universal screening measure that is a useful estimate of math skills. This is delivered completely online and adjusts the item difficulty to match the skill level of the student.

High School
9th Grade



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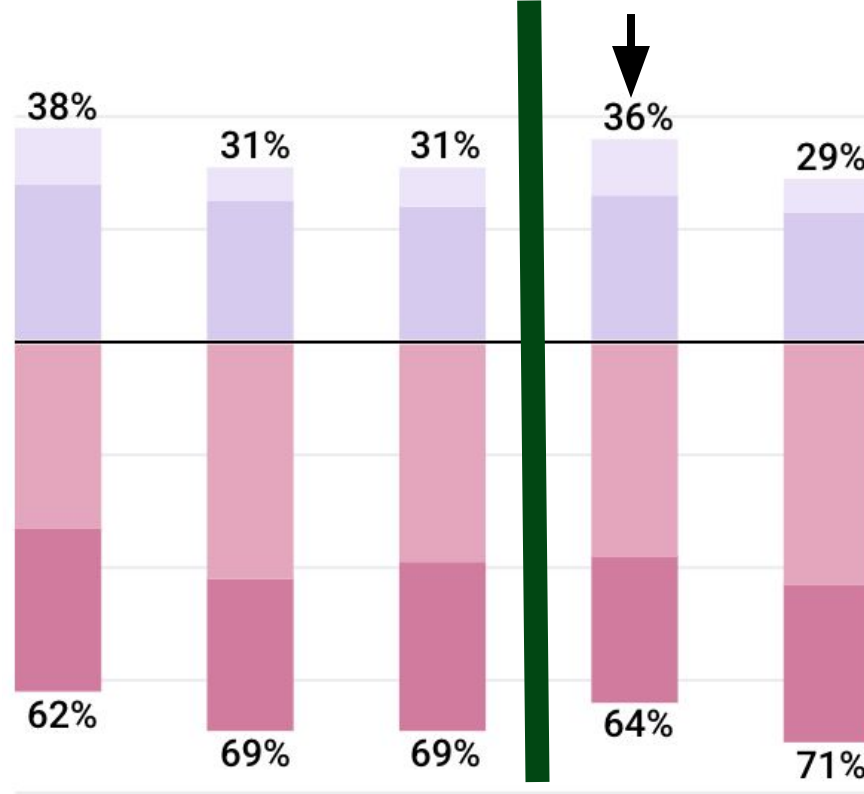
aMath

All Students



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Middle School



WE ARE FARIBAULT

aMath

All Students

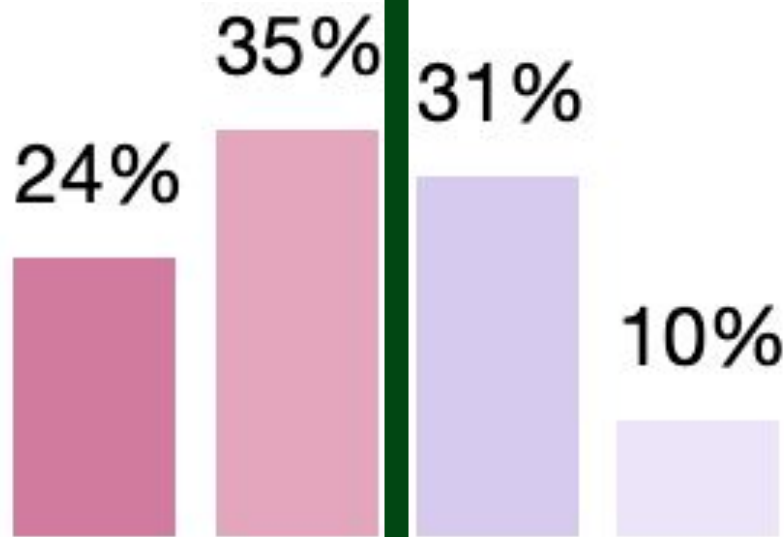


#WeAreFaribault

Middle School

aMath

Fall-Winter Growth

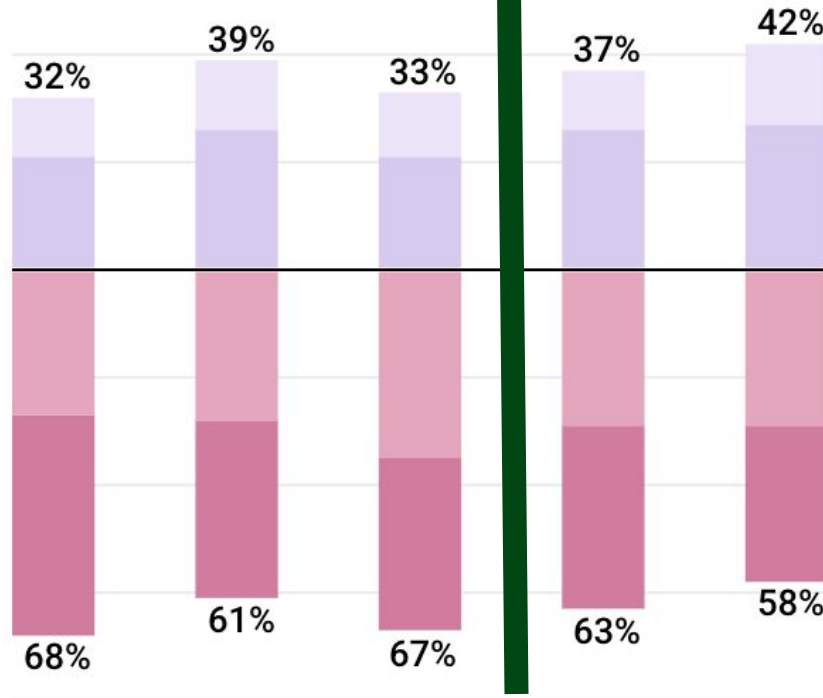


Student Median Growth %ile:



Jefferson Elementary School

aMath

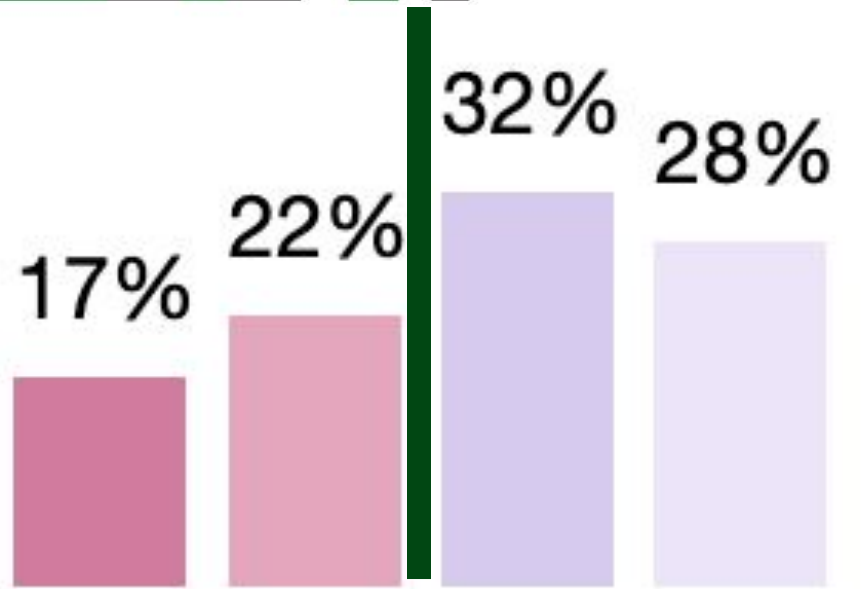


All Students



Jefferson Elementary School

aMath



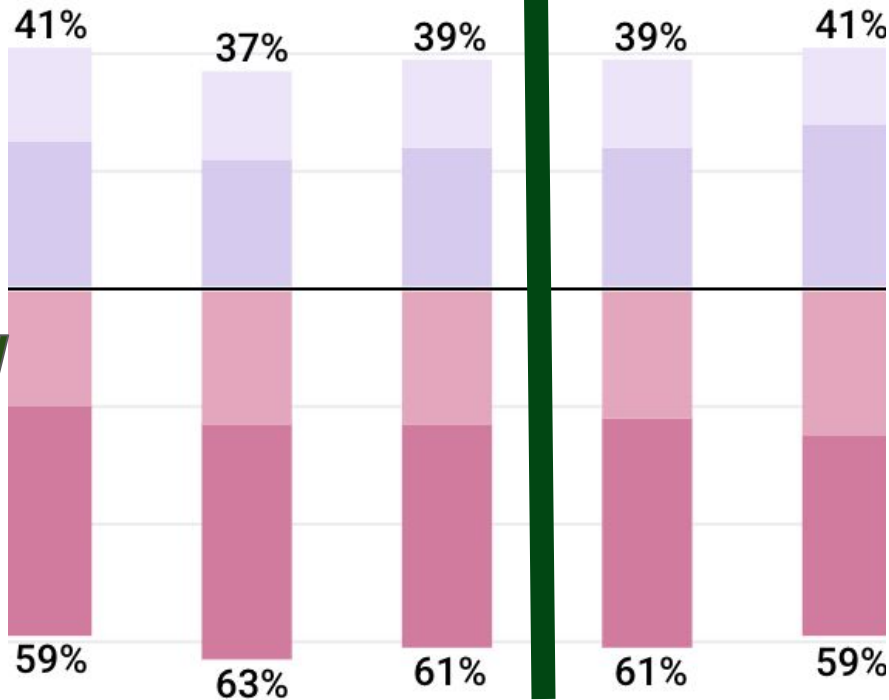
Fall-Winter Growth

Student Median Growth %ile:

- flat growth
- modest growth
- typical growth
- aggressive growth

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Lincoln
Elementary
School



aMath

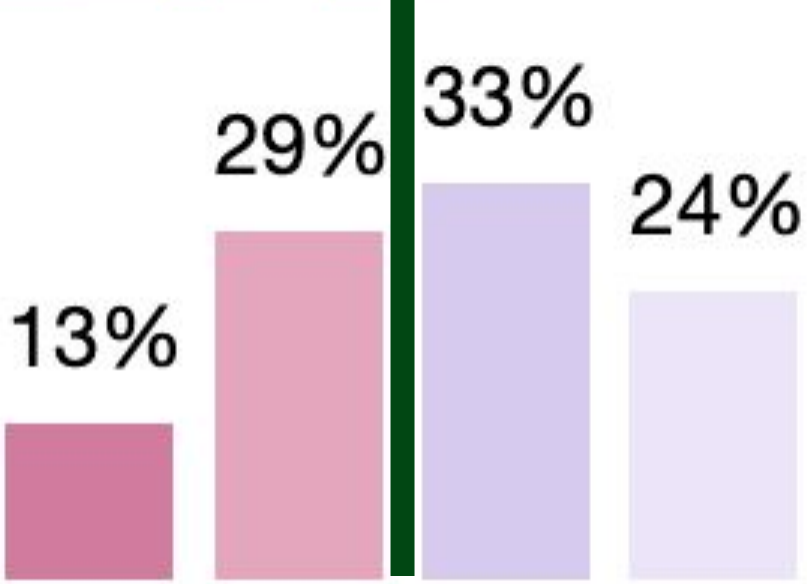
All Students



#WeAreFaribault

Lincoln Elementary School

aMath



Fall-Winter Growth

Student Median Growth %ile:

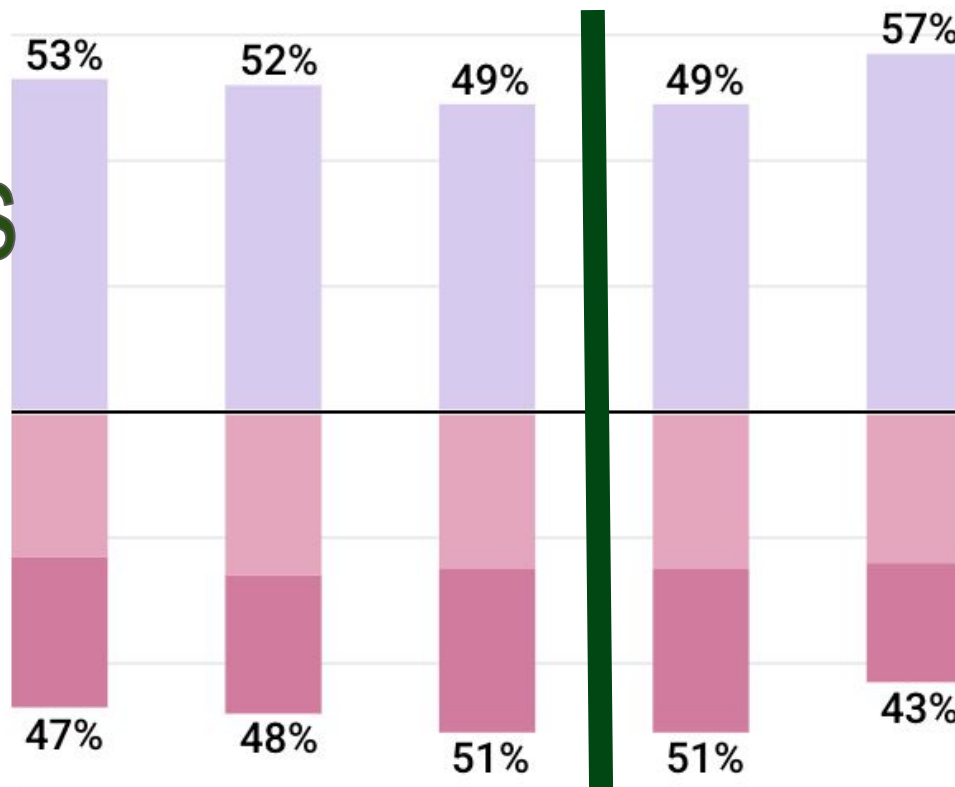
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Fastbridge Districtwide earlyMath

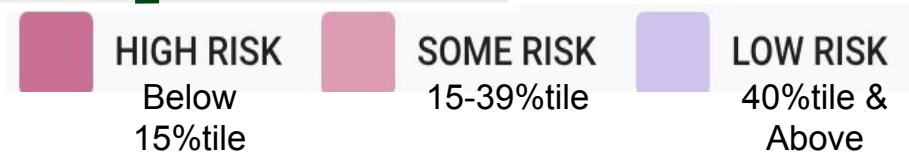
(**Grades K-1**) - a measure of essential early numeracy skills which focuses on three core domains: number, relations, and operations. These assessments are administered 1:1 with students.

earlyMath

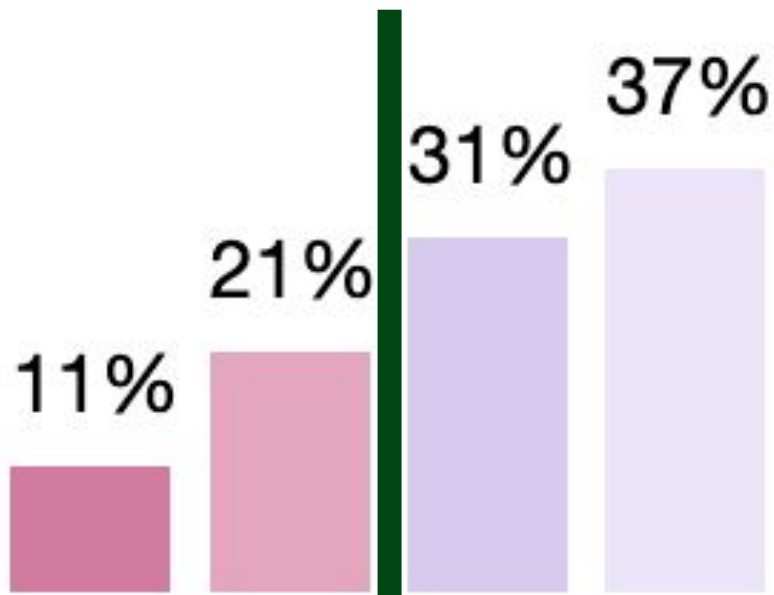
All buildings



All Students



All Students by Growth Category



earlyMath

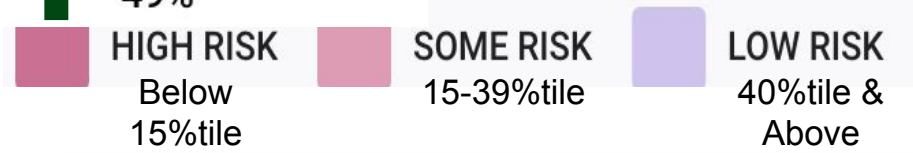
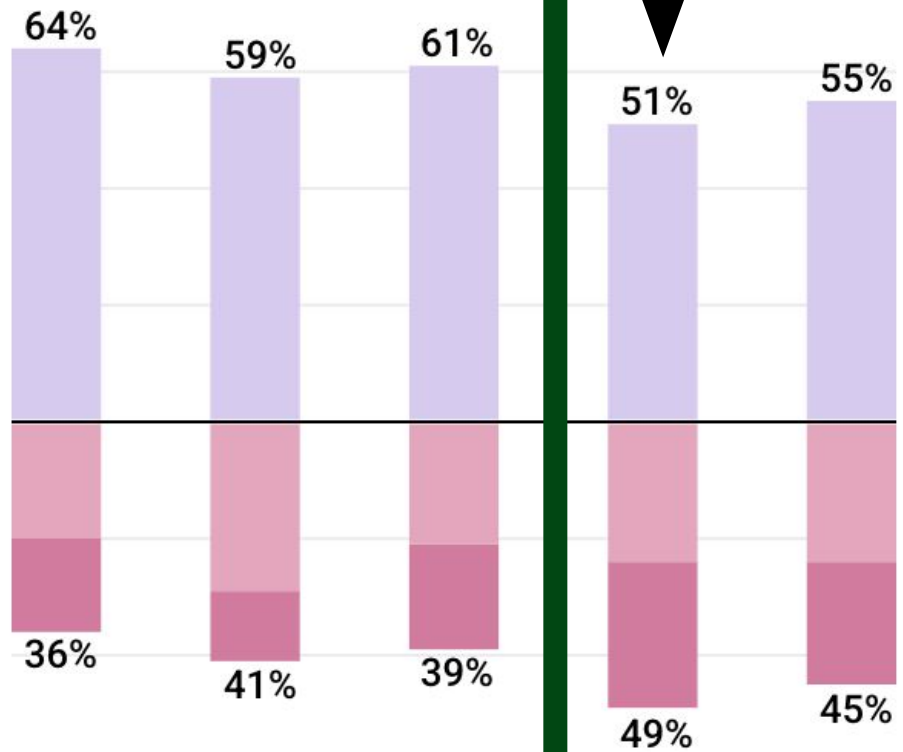
Student Median Growth %ile:

Fall-Winter Growth

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WE ARE FARIBAULT

earlyMath

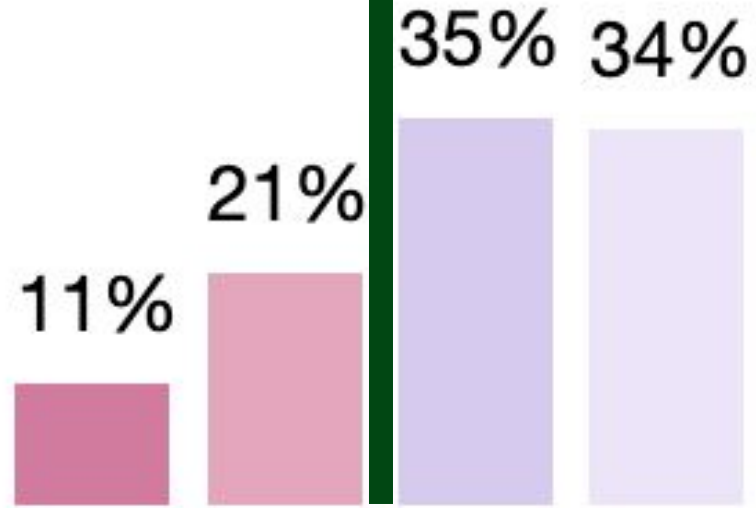


Kindergarten

#WeAreFaribault

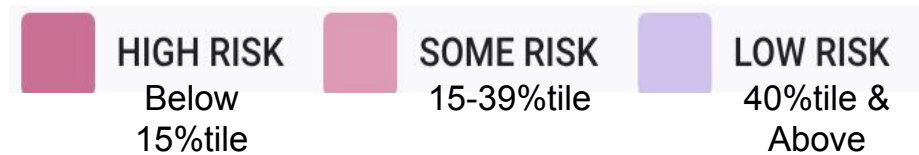
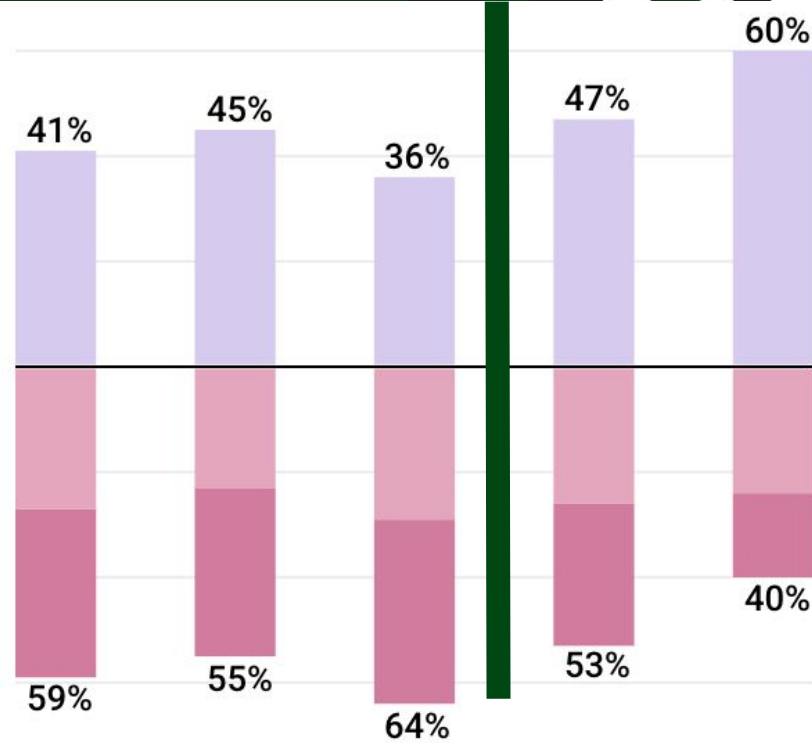
Roosevelt Early Learning Center

earlyMath



Fall-Winter Growth

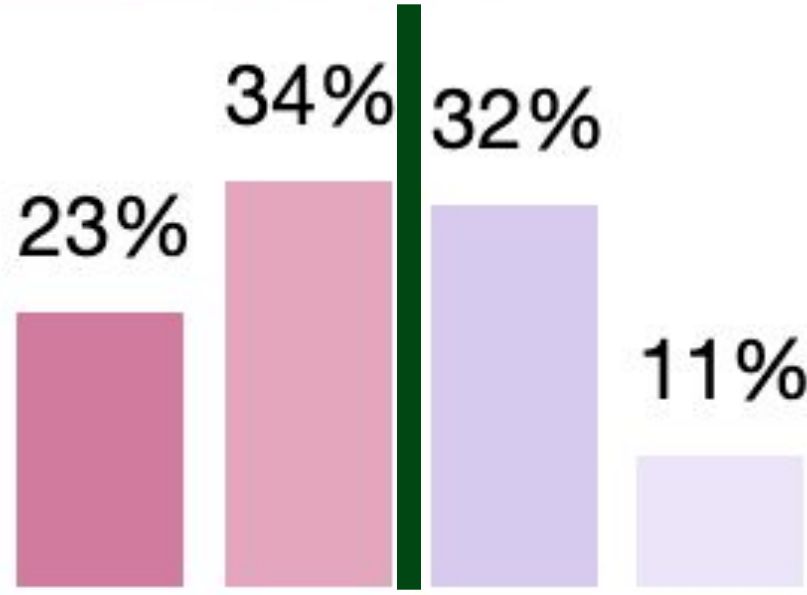




Grade 1

Jefferson Elementary School

earlyMath

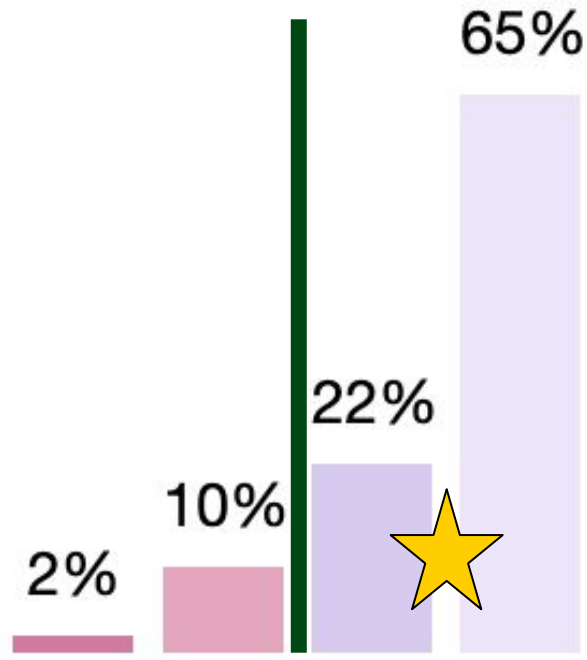


Fall-Winter Growth



Lincoln Elementary School

earlyMath



Fall-Winter Growth

- flat growth
- modest growth
- typical growth
- aggressive growth

Responses to Data



Professional Development

- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Literacy training for paraprofessionals in Fall 2025
- Bridge2Read for Classroom Teachers and Interventionists
- Secondary Training Option is STRIVE-Fall 2026
- Regional Co-op trainings on upcoming standards and Effective Math Practices (T&L, principals, coaches, and teachers)
- Subject Specific Standards Working Groups
- Regional Co-op trainings Secondary ELA Practices (T&L, principals, coaches, and teachers)
- Instructional Coaching Using Jim Knight Framework, PK-12



Curriculum

- **Bridge2Read K-3 Foundational-Highly Aligned**
 - Field study for B2R 4-5
- **Heggerty PK-K**
- **Piloted Core Elementary ELA**
- **Reviewing Secondary ELA Resources and Common Practices**
- **Fully Implementing Desmos Math at MS**
- **MS Math Intervention-Fact Fluency**



Intervention and Academic Supports

- What I Need (WIN) Time - Elementary Intervention Model
- Reading Partners (K-5)
- Reading Corps (K-3)
- Math Corps (4-8)
- Early Reading Corps (Pre-K)
- K-12 Approved Interventions with READ Act
- Multilingual/English Learner Supports
- Realizing Individual Student Excellence (RISE) at HS
- Secondary Structures for Intervention
- Community Schools at all Sites

Organize these symbols
on your workspace:

f n k ɪ θ ŋ š
ænd ə ðə wʌz

Put these aside:

w t ċ ʌ
aj tu ju ʌv

Review These Sounds

f n k

Learn Four New Sounds

ŋ

θ

š

l

Learn Four New Sounds *(continued)*

n

Look at yourself closely in your webcam, or use a mirror or phone, to watch what your mouth is doing when you make sounds.



Learn Four New Sounds *(continued)*

0

Learn Four New Sounds *(continued)*

ŷ

Learn Four New Sounds *(continued)*



I

f

n

k

l

o

g

š

in, θin, θin, fiš

fin, šin, θik

kin, kin, kik

kin, in, fin, θin

High-Frequency Words

ænd

ə

ðə

wʌz

1. θIk ænd θIn
2. wΛz ə fInk
3. θInk In Ink
4. kIk ðə šIn
5. kInk ðə θIn

6. fīšIn wΛz ə kIk.
7. ðə kIn wΛz fīšIn.
8. ðə kIn wΛz θIn.
9. ðə fīš fIn wΛz θIn.
10. wΛz ðə θIn ə fīš?

Let's check each one as you spell:

šik

θik

θiŋ

iŋk

Questions



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Achievement and Integration Plan

FY27-29

Biz Daniels

Secondary Curriculum and Instruction Coordinator

AVID District Director

Achievement and Integration



What is Achievement and Integration?

Purpose: The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. (MDE)

Faribault is eligible because our percentage of racially and economically diverse students is at least 20% higher than some of our adjoining districts.

District A&I Plans contain goals to:

1. increase racial and economic integration,
2. reduce achievement disparities,
3. increase access to effective and diverse teachers.

What can Achievement and Integration fund?

- innovative and integrated pre-k to grade 12 learning environments
- family engagement initiatives
- professional development
- career and college readiness and rigorous coursework
- recruitment and retention of racially diverse staff

A&I will not fund programs and activities specifically related to EL or SPED, and it will not fund segregated programs with race-based admission.

We also cannot use A&I to supplant other funds.

A&I Goals for the FPS FY27-29 Plan

1. Faribault Public Schools will increase the 4-year graduation rate of our Hispanic students from 51.6% at the end of the 2023-2024 school year to 65% in 2027-2028.
2. Faribault Public Schools will increase the Hispanic secondary student participation in college and career readiness and leadership activities and events from 16% of total participating students to 25% by the end of the 28-29 school year.
3. Faribault Public Schools will increase the percentage of Faribault's teachers of color from 2.7% in 2026 to 4.4% by 2029.

These goals were created in collaboration with building administrators, the teaching and learning team, teachers, counselors, and many program coordinators.

Goal 1: Faribault Public Schools will increase the 4-year graduation rate of our Hispanic students from 51.6% at the end of the 2023-2024 school year to 65% in 2027-2028.

Strategies:

*** Starred strategies also support Goal 2**

1. AVID- Advancement Via Individual Determination*

- College and Career Prep for students
- Professional development for teachers, administrators, and other support staff on best teaching practices and supportive, student-focused school systems

2. FACES- Family and Community Engagement Specialists*

- Middle school FACES staff
- Work with families and schools to increase the quality of family partnerships and student success

3. 9th Grade Support (New)+ Peer Group Connections (PGC)*

- 9th Grade On-track- a course designed to help every 9th grade student transition to high school and achieve academic success by supporting organization, goal-planning, and academic ownership
- PGC- Student mentoring with 11/12 grade leaders who build relationships with small groups of 9th graders

4. RISE

- On-site, school-based mentoring and academic advising support for students in grades 9-12
- Ensures at-risk students remain on track for academic success, high school graduation, and postsecondary attendance

Goal 2: Faribault Public Schools will increase the Hispanic secondary student participation in college and career readiness and leadership activities and events from 16% to 25% by the end of the 28-29 school year.

Strategies:

5. Multi-District Partnership

- Twice-a-year student summits where student leaders from Faribault, Northfield, WEM, and TCU gather to review state-level and district-level data and collaborate to discuss issues in education.

6. Falcons for Change (Community service program for middle school)

- A service learning program that provides students with the ability to plan and be involved in volunteer opportunities in their schools and the community

7. Summer Career Academies (New)

- Summer ed camps that immerse students in learning about a specific career path, aligned with the district's career pathways

Goal 3: Faribault Public Schools will increase the percentage of Faribault's teachers of color from 2.7% in 2026 to 4.4% by 2029.

Strategies:

8. Grow Your Own

- Our district initiative to invest in and support students and staff in our schools who are interested in pursuing a career/license in education
- Includes mentoring, work experiences and educational placements, college application navigation, etc.

9. Teacher Mentorship *(New)*

- Highly supportive 3-year mentorship program, including group support, coaching, 1-on-1 mentoring, and ending in a Year 3 capstone focused on personal growth and professional learning

10. Recruitment + Marketing *(New)*

- Targeted advertising
- Increased resources highlighting Faribault staff and community to add to current recruitment efforts



What's next?

**March 16 School Board meeting
Approval of full plan and budget**

Thank you!





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School Year 2026-2027 Budget Adjustments



2026-2027 Budget Recommendation

Total Proposed Reductions \$1,023,500

Total Proposed Addition \$ 55,000

Total Proposed Adjustments \$ 968,500



Timeframe

March 2

March 3-March 6

March 6

March 16

March 16



March 2

March 3-March 6

March 6

March 16

March 16

Presentation to
School Board

HR & Finance
Operationalize
Adjustments

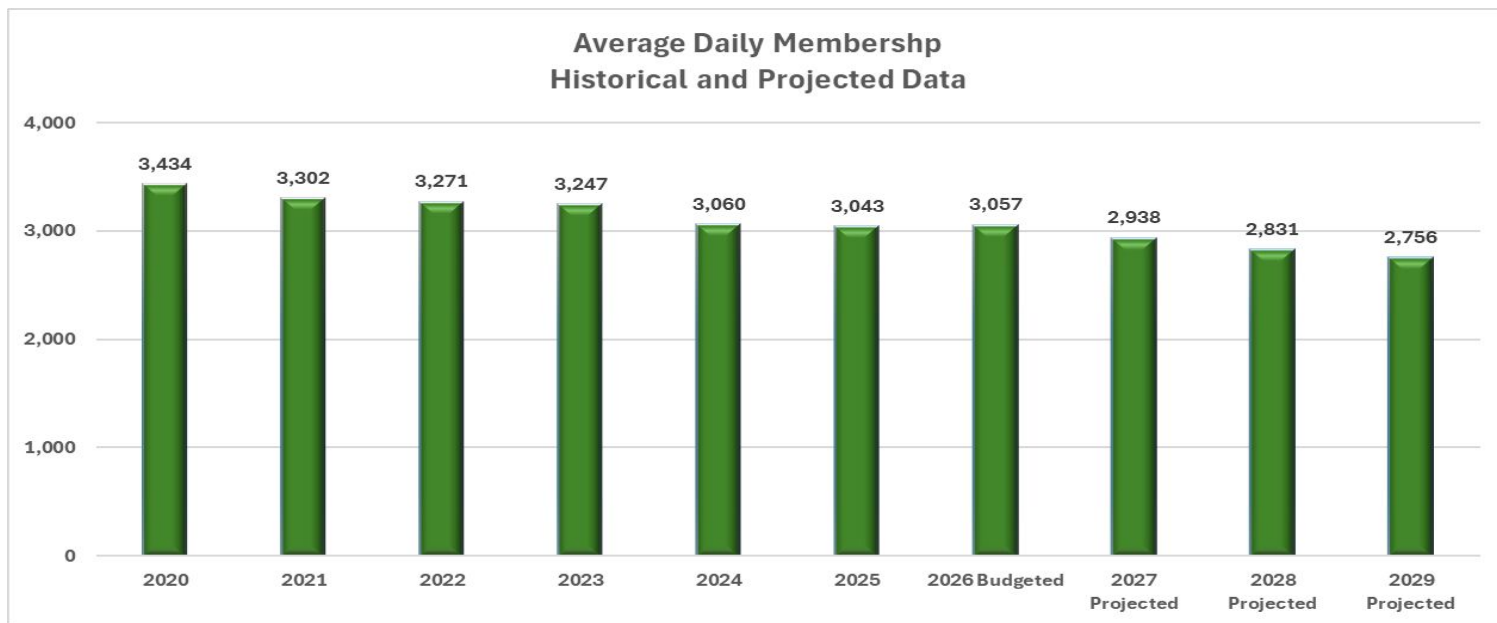
Admin Inform
Impacted Staff

Board Acts on
Adjustments

Board Action on
Impacted Staff



Enrollment





Enrollment

Fiscal Year	2026	2027
RELC		
Grade K	192	190

7 Sections \approx 20 + 2 Immersion sections \approx 24



Enrollment

Fiscal Year	2026	2027
Lincoln		
Grade 1	104	117
Grade 2	101	104
Grade 3	118	101
Grade 4	107	118
Grade 5	90	107
TOTAL	520	547

3 Sections \approx 23 + 2 Immersion sections \approx 24

4 Sections \approx 20 + 1 Immersion section \approx 24

3 Sections \approx 26 + 1 Immersion section \approx 22

5 Sections \approx 24

4 Sections \approx 27

23 Total Sections



Enrollment

Fiscal Year	2026	2027
-------------	------	------

Jefferson		
Grade 1	88	77
Grade 2	85	88
Grade 3	97	85
Grade 4	83	97
Grade 5	76	83
TOTAL	429	430

4 Sections ≈ 19

4 Sections ≈ 22

4 Sections ≈ 21

4 Sections ≈ 24

3 Sections ≈ 28

19 Sections



Enrollment

Fiscal Year	2023	2024	2025	2026	2027
-------------	------	------	------	------	------

Middle School					
Grade 6	221	211	188	208	166
Grade 7	221	206	212	206	208
Grade 8	265	225	201	217	197
TOTAL	707	642	601	631	571



Enrollment

Fiscal Year	2023	2024	2025	2026	2027
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High School					
Grade 9	256	275	244	218	240
Grade 10	255	229	249	217	192
Grade 11	226	208	204	218	173
Grade 12	225	202	203	206	202
TOTAL	962	914	900	859	807



Enrollment

Fiscal Year	2023	2024	2025	2026	2027
ALC					
Grade 8	2	5	3	6	15
Grade 9	8	4	4	1	3
Grade 10	16	19	20	25	19
Grade 11	27	42	32	43	40
Grade 12	46	43	60	60	60
TOTAL	99	113	119	135	137



Enrollment

Fiscal Year	2023	2024	2025	2026	2027
-------------	------	------	------	------	------

	FOA				
Grade 7	8	5	5	6	6
Grade 8	10	7	9	6	8
Grade 9	10	8	9	9	9
Grade 10	15	27	22	19	22
Grade 11	26	35	47	29	41
Grade 12	29	45	41	56	50
TOTAL	98	127	133	125	136

Budget Cuts Based on Enrollment History & Projections 2019-2030

Historical-Future Budget Reductions

Fiscal Year	Actual/Projected	Amount
2017-2018	Actual	\$ 544,162.18
2018-2019	Actual	\$ 460,074.00
2019-2020	Actual	\$ 905,263.00
2020-2021	Actual	\$ 1,500,000.00
2021-2022	Actual	\$ 2,161,700.00
2022-2023	Actual	\$ 805,213.00
2023-2024	Actual	\$ 522,778.00
2024-2025	Actual	\$ 2,970,567.00
2025-2026	Projected *	\$ 256,800.00
2026-2027	Projected *	\$ 777,413.00
2027-2028	Projected *	\$ 1,177,441.00
2028-2029	Projected *	\$ 1,601,470.00

2026-2027 Budget Adjustments

Proposed Adjustments:

- Reorganization - 1.0 FTE Custodian \$ 17,500
- Reclassify Community Ed Coordinator \$ 60,000
- MSU Fellow & Teacher on Special Assignment \$ 150,000
- Academic Specialists 1 FTE \$ 55,000
- Instructional Staff 4.0 FTE \$ 360,000
- Paraprofessionals \$ 270,000
- Reclassify Administration \$ 55,000
- Software Reduction \$ 35,000
- Special Education Attrition \$ 21,000
- Addition - Reclassify Administrative Assistant -\$ 5,000
- Addition - Security Monitor FHS -\$ 50,000

Total Proposed Adjustments \$968,500

General Fund Three-Year Projection

	Actual 2025	Budgeted 2026	Projected 2027	Projected 2028	Projected 2029
Revenue	65,259,390	68,446,081	69,301,657	69,994,674	71,394,567
Expense	64,034,961	69,900,649	70,148,165	71,901,869	73,699,416
	1,224,429	(1,454,568)	(846,508)	(1,907,195)	(2,304,849)
Unassigned Fd Balance	14.00%	10.38%	9.64%	6.10%	2.28%
Minimum FB	9.50%	9.50%	9.50%	9.50%	9.50%
Diff Over (Under)	4.50%	0.88%	0.14%	-3.40%	-7.22%
Notes: FY27, 28, 29 - Projected decrease in student counts FY27 - 2.69% increase to Gen Ed Formula FY28 & 29 - Increase of 2% to Gen Ed Formula FY27 - Decrease in Compensatory FY28 & 29 - No change in Compensatory					

Next Steps.....



- Board Feedback
- Board Action

Discussion

Thank you