

Work Session

Monday, August 3, 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. Technology Integration Plan - *PRESENTATION*

Presenter: Mike Berding, Director of Technology and Innovation

III. 2026-27 Superintendent Goals - *DISCUSSION*

Presenter: John Bellingham, Board Chair

IV. Adjourn



WE ARE FARIBAULT



Faribault Public Schools

Technology Integration Plan

Consumption to Catalyst



Triple E Framework

Engage, Enhance, Extend

Learning First, Technology Second

Permission, not Pressure

Engagement

Time on Task and Social Learning

Are students talking to each other about what is on their screens?
Is the technology encouraging students to stay on task?

Strategies

I Do - You Do - We Do (modeling)

- Complete Think-Alouds with model/exemplars

Think-Pair-Share (collaborative pairs)

- Work individually, then
- work with partner across one screen, then finally
- present collaborative work as a pair

Jigsaw

- Work individually on smaller, assigned, parts of the bigger lesson, then
- group with other parts to share cohesive whole lesson



Enhancement

A More Sophisticated Understanding

Does the technology allow the student to show learning in a way that they couldn't without the technology?

Does the technology scaffold or differentiate learning?

Strategies

Multimodal Choice Boards

- Provide students with choices for demonstrating their learning

Scaffolding (break down complex topics into multiple steps)

- Interactivity, frequent skill checks, and the part-part-whole of content

Differentiation (give the students what they need)

- Learning Stations and Interventions

Providing Feedback/Cognitive Task Analysis

- Tech is used to provide feedback quickly and effectively
- Tech is used to **guide** students and correct misunderstandings



Extension

Real-World Bridge

Is the task authentic? (local/immediate, interests, transferrable skills)

Does it allow kids to dive deeper into content?

Strategies

Expert Connection (real or AI)

- Connect students with experts (or AI personas, if necessary) in a particular field

Reciprocal Teaching

- Students take on the role of teacher

Problem-Solving Teaching

- Utilize resources to solve a problem using content

Integrate with Prior Knowledge

- What do students already know? What can they already do?
- Pre-assess students

Further Exploration of Content

- Use resources to explore content connects to interests, problems, or other skills





How do we get there?

Technology Integration Plan



Pre-K / Kinder

Introduce Safe and Healthy Tech Use for Learning

Move from digital stories to student-led documentation

Utilize technology in social learning settings

Tier 1 Actions

- Students utilize Seesaw to demonstrate/explain understanding
- Implement 'Think-Pair-Share' when using technology

Digital Citizenship Conversation Starters

- Screen time and feelings
- Screen time and balance
- Screen time and people





Elementary

Targeted Skill Practice and Foundational Digital Literacy

Empower students to identify and leverage tech as a tool for learning

Tier 1 Actions

- Implement the learning and reinforcement of typing, including opportunities in other work.
- Implement 'Think-Pair-Share' when using technology
- Scaffold learning and use formative assessments with a mix of tech-enabled and non-tech experiences
- Use conceptual/learning stations to differentiate including tech-enabled experiences

Digital Citizenship Conversation Starters

- Digital Footprint and Privacy
- Online Safety
- Information Online
- Artificial Intelligence





Secondary

Leverage the link between school and future success

Make a connection between learning and success using technology as a tool to enhance or extend learning

Tier 1 Actions

- Replace some digital worksheets with performance tasks
- Multimodal Choice Boards
- Problem solving learning/opportunities

Digital Citizenship Conversation Starters

- Digital Footprint and Privacy
- Online Safety
- Information Online
- Artificial Intelligence





Support and Training

Technology Integration Plan

Year 1

Microcredentialing - Short trainings with a task to complete to earn your “badge”

Co-planning/teaching - Supporting teachers before/during/after teaching time

Coaches and Tier 1 Instruction - Work with instructional coaches to implement Tier 1 instructional strategies with tech as necessary

Walkthrough “look-for” cards - Support instructional leadership with a quick glance



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Draft Superintendent Goals for 26/27 School Year

Goal 1: Improve Student Academic Achievement in Reading and Math

The superintendent will continue to lead districtwide efforts to continue to improve student academic achievement, with a focused emphasis on measurable growth in reading and math across all grade levels. This work will align curriculum, instruction, assessment, intervention, professional development, and building-level improvement efforts to support improved outcomes for all students.

This goal builds from the district's prior emphasis on literacy growth/proficiency, math growth/proficiency, early learning readiness, WIN time, Science of Reading implementation, math standards alignment, and evidence-based instructional practices.

Action Steps

- Support the implementation of evidence-based reading instruction aligned with the Science of Reading, READ Act expectations, and district curriculum priorities.
- Support continued alignment of math instruction to Minnesota State Standards, including the use of evidence-based practices, problem-based learning, and consistent Tier I instructional expectations and improvement.
- Work with Teaching and Learning, principals, and building leadership teams to review student achievement data regularly and identify areas of need in reading and math.
- Strengthen academic interventions for students who are not meeting grade-level expectations, including more consistent use of WIN time, MTSS structures, progress monitoring, and targeted intervention supports.
- Monitor building-level academic improvement plans and ensure principals are able to explain what is working, what is not working, and what adjustments are being made.
- Continue to support early learning readiness by monitoring Pre-K and Kindergarten transition data, foundational literacy and numeracy skills, and opportunities to strengthen early childhood partnerships.
- Provide regular updates to the School Board regarding reading and math progress, including districtwide trends, building-level progress, areas of concern, and next steps.

What Success Looks Like

- Students demonstrate measurable growth in reading and math using district assessments, FastBridge data, MCA data (where applicable), classroom-based evidence, and other district-selected measures.
- Each school can clearly identify its reading and math priorities and goals, the interventions being used, and the evidence that those interventions are having an impact.
- The district shows improved consistency in Tier I instruction, assessment practices, intervention structures, and progress monitoring across buildings.
- Students who are below grade level receive timely, targeted support, and progress-monitoring data shows that interventions are being adjusted when students are not making expected growth.
- Principals and district leaders use common data protocols to review reading and math data and make instructional decisions.
- The School Board receives clear, understandable academic updates that connect student achievement results to district action steps.

Evidence/Indicators

- FastBridge fall, winter, and spring reading and math growth data.
- MCA reading and math data, including trend data by grade level and student group.
- Building-level academic improvement plans.
- Intervention and progress-monitoring data.
- Board presentations and updates on academic performance.
- Evidence of professional development aligned to literacy, math, assessment, and intervention.
- Principal reports showing building-level progress and next steps.

Goal 2: Develop a Future-Focused Academic Growth and District Sustainability Plan

The superintendent will lead the development of a future-focused academic growth plan that improves student learning outcomes while aligning district resources, enrollment projections, financial planning, staffing, facilities, technology, partnerships, and programming to support long-term student success. The primary focus of this goal will be measurable student academic growth, especially in reading and math, while ensuring the district has the financial and operational stability needed to sustain that growth over time.

This goal aligns with Faribault Public Schools' mission to educate, elevate, and empower every student, as well as the district's Teaching & Learning priorities that all children are ready for school, all third-graders can read at grade level, achievement gaps are closed, students are ready for career and college, and students graduate from high school.

Action Steps

- Establish a clear districtwide academic baseline in reading and math using FastBridge MCA, classroom-based data, building-level data, and other district-selected indicators.
- Identify the highest-priority academic needs in reading and math, including early learning readiness, third-grade reading, middle school academic growth, high school credit completion, achievement gaps, and postsecondary readiness.
- Work with Teaching and Learning, principals, cabinet, building leadership teams, and teachers to create a seven-year academic growth framework with yearly progress checks.
- Align budget decisions, staffing plans, intervention resources, technology investments, facilities planning, and professional development to the district's academic priorities.
- Use enrollment projections and financial projections to determine how the district can sustain academic programming, interventions, staffing models, and student support systems over time.
- Review the effectiveness of current programs, interventions, curriculum resources, staffing models, and partnerships to determine what should be continued, adjusted, expanded, or discontinued.
- Continue to pursue grants, community partnerships, and alternative funding sources that support academic growth, student support, dual-language opportunities, family engagement, and community school strategies. Provide the School Board with regular updates that connect academic growth data with budget decisions, enrollment trends, staffing needs, and long-range district planning.

Timeline and Success Indicators

End of Year 1: Establish the Academic Foundation

- The district has a clear baseline in reading and math, based on multiple data sources.
- Priority needs are identified at the district and building levels.
- The district has a draft seven-year academic growth framework.
- Enrollment and financial projections are updated and connected to academic priorities.
- The School Board receives a clear report showing current academic performance, achievement gaps, early learning needs, and recommended next steps.
- Reading and math strategies are implemented more consistently across buildings.
- Budget, staffing, interventions, professional development, technology, and student support decisions are connected to academic priorities.
- The district can show early evidence of growth in targeted areas.
- Building leaders can explain their academic priorities, intervention plans, and progress data.

End of Year 2: Demonstrate Measurable Academic Improvement

- District reading and math trends show measurable improvement from the Year 1 baseline.
- Academic interventions are more consistent and effective.
- The district has stronger alignment between academic planning, staffing, financial planning, enrollment projections, and resource allocation.
- Program decisions are increasingly based on student learning data and long-term sustainability.

End of Year 3: Sustain Academic Growth and District Stability

- Faribault Public Schools has a sustainable academic growth model supported by responsible budgeting, enrollment planning, staffing alignment, technology planning, facilities planning, and community partnerships.
- The district can demonstrate improved academic outcomes, stronger instructional alignment, reduced achievement gaps, and a clearer connection between financial decisions and student learning.

- Faribault Public Schools has a clear, board-understandable academic growth plan focused on reading, math, school readiness, achievement gaps, career/collegereadiness, and graduation.
- Academic priorities drive budget conversations, staffing recommendations, professional development, intervention planning, technology investments, and resource allocation.
- Reading and math growth can be monitored over time using consistent district-wide measures.
- Enrollment and financial projections are used to support academic improvement, not simply as separate operational reports.
- Building leaders can clearly explain their academic data, priority needs, interventions, progress, and next steps.
- The district strengthens the connection among student-centered learning, student support, and academic growth, reflecting the district's Vision Plans.
- The School Board receives regular updates that connect student learning outcomes with financial planning, enrollment trends, and resource decisions.
- By Year 3, the district has a sustainable system for improving academic achievement while maintaining responsible financial and operational planning.

Evidence/Indicators

- District reading and math baseline data.
- FastBridge fall, winter, and spring growth data.
- MCA reading and math trend data.
- Third-grade reading data.
- Early learning and kindergarten readiness indicators.
- Achievement gap data by student group.
- Graduation, credit completion, and career/college readiness indicators.
- Building-level academic improvement plans.
- Intervention and progress-monitoring data.
- Annual enrollment projections.
- Multi-year financial projections.

- Budget recommendations tied to academic priorities.
- Staffing and program recommendations connected to student learning needs.
- Board presentations showing progress toward academic and financial alignment.
- Documentation of grant funding, partnerships, and program review connected to academic growth.

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