

## Work Session

Monday, February 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. Superintendent Mid-year Review - **REPORT** **Presenter:** John Bellingham, Board Chair

II.B. The Middle School Jump Start: Building Skills for a Successful Transition - **PRESENTATION** **Presenter:** Dr. Stacy Fox, Principal, Jesse Armbruster, Assistant Principal, and Tara Luettel, Teacher

II.C. We Build, We Rise - **PRESENTATION** **Presenter:** Ashley Benhart, Principal, Taylor Ries, Dean of Students, Laurie Kelley, Instructional Coach

### III. Adjourn



710 17th St. SW, Faribault, MN 55021

Office: 507-333-6000 | Fax: 507-333-6050

February 2, 2026

On Monday, January 26, 2026, the Faribault School Board met in a closed session to discuss Superintendent Bente's mid-year review on the three goals the board presented to him earlier this school year. Mr. Bente presented a report on his progress toward those goals and reviewed the report with the Board. The Board provided feedback to Mr. Bente and believes that he is making positive progress toward those goals.

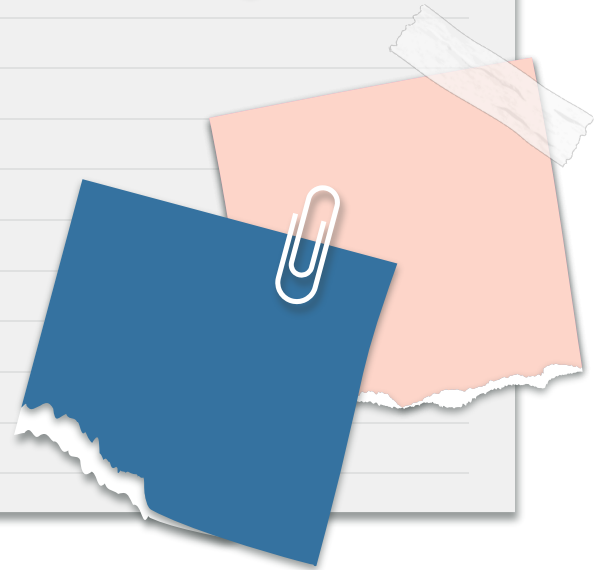
John Bellingham, Chair  
Faribault Public Schools School Board



***WE ARE FARIBAULT***

# The Middle School Jump Start

Building Skills for a Successful  
Transition



# Making the transition from elementary

5th grade	6th grade
A single homeroom teacher	Multiple classes throughout the day
Most of the day is spent in a single room	45 minute periods in different classrooms
Different subject taught in homeroom	Up to 8 different teachers
Single teacher to track progress and task completion	Responsibility for academic tasks shift to student

**\*On top of this, there is often a shift to a new building, combining with other buildings in the district\***

	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	Green	White	Green	White	Green	White	Green	White
1st hr A	Foundations 6A 66710-100	Healthy Habits for You 6 61010F-100	Foundations 6A 66710-100	Healthy Habits for You 6 61010F-100	Foundations 6A 66710-100	Wrdworking & Design 6 62010F-100	Foundations 6A 66710-100	Wrdworking & Design 6 62010F-100
1st hr B	Healthy Habits for You 6 61010F-110	Foundations 6B 66710-110	Healthy Habits for You 6 61010F-110	Foundations 6B 66710-110	Wdworking & Design 6 62010F-110	Foundations 6B 66710-110	Wdworking & Design 6 62010F-110	Foundations 6B 66710-110
2nd hr C	Foundations C 66710-200	Amazing Art 2D 6 60010F-200	Foundations C 66710C-200	Amazing Art 2D 6 60010F-200	Foundations C 66710C-200	Intro to Coding: Scratch 6 66510F-200	Foundations C 66710C-200	Intro to Coding: Scratch 6 66510F-200
2nd hr D	Amazing Art 2D 6 60010F-120	Foundations D 66710-120	Amazing Art 2D 6 60010F-120	Foundations D 66710-120	Intro to Coding: Scratch 6 66510-120	Foundations D 66710D-120	Intro to Coding: Scratch 6 66510-120	Foundations D 66710D-120
3rd hr E	Foundations E 66710-300	CAD, 3D Printing & Elect 6 66210F-300	Foundations E 66710-300	CAD, 3D Printing & Elect 6 66210F-300	Foundations E 66710-300	WC: Exploring Latin Am 6 64010F-300	Foundations E 66710-300	WC: Exploring Latin Am 6 64010-300
3rd hr F	CAD, 3D Printing & Elect 6 66210F-130	Foundations F 66710-130	CAD, 3D Printing & Elect 6 66210F-130	Foundations F 66710-130	WC: Exploring Latin Am 6 64010-130	Foundations F 66710-130	WC: Exploring Latin Am 6 64010-130	Foundations F 66710-130
5th hr G	Foundations G 66710-500	Healthy Habits for You 6 61010F-500	Foundations G 66710-500	Healthy Habits for You 6 61010F-500	Foundations G 66710-500	WC: Exploring Latin Am 6 64010F-500	Foundations G 66710-500	WC: Exploring Latin Am 6 64010F-500
5th hr H	Healthy Habits for You 6 61010F-150	Foundations H 66710-150	Healthy Habits for You 6 61010F-150	Foundations H 66710-150	WC: Exploring Latin Am 6 64010-150	Foundations H 66710-150	WC: Exploring Latin Am 6 64010-150	Foundations H 66710-150
6th hr I	Foundations I 66710-600	Amazing Art 2D 6 60010F-600	Foundations I 66710-600	Amazing Art 2D 6 60010-600	Foundations I 66710-600	Intro to Coding: Scratch 6 66510F-600	Foundations I 66710-600	Intro to Coding: Scratch 6 66510-600
6th hr J	Amazing Art 2D 6 60010-160	Foundations J 66710-160	Amazing Art 2D 6 60010F-160	Foundations J 66710-160	Intro to Coding: Scratch 6 66510-160	Foundations J 66710-160	Intro to Coding: Scratch 6 66510-160	Foundations J 66710-160

# What is this class all about?

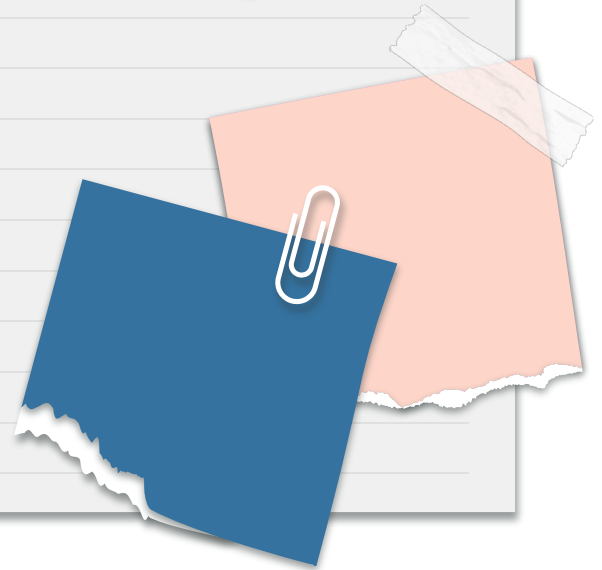


**Fall:** Transitioning to middle school through organization and foundational academic habits.

**Winter:** Shifting focus to character building, mindset, and advanced study systems.

**Spring:** Applying skills to the community through service, fundraising, and informed citizenship.

**Ongoing:** Continuous growth in Relational Capacity (Stages 1–4) and SMART Goal tracking.



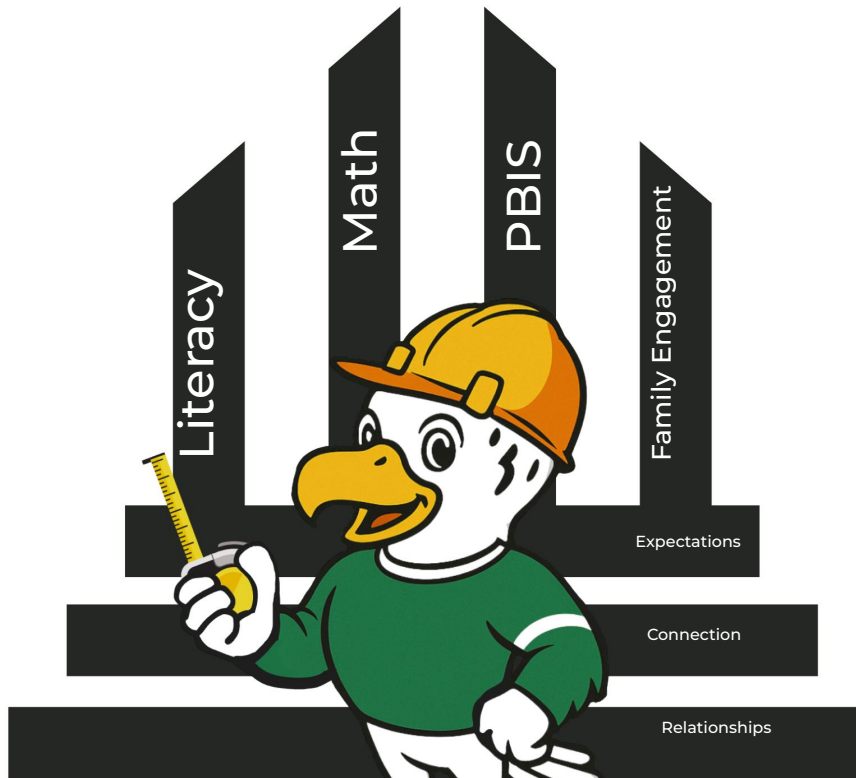
WE ARE FARIBAULT



#WeAreFaribault



***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

1

Form our Math and Literacy Committees



2

Set the team norms



3

Analyze FAST Data



6

Team creates a student-centered growth goal for the year.



5

Review and identify

Evidenced Based Practices that match the target area and need from fishbone.



4

Use the “fishbone” tool to find the “why” behind our problem.



7

Team makes final selections, creates action steps.



8

Share the goal and plan with all staff.



9

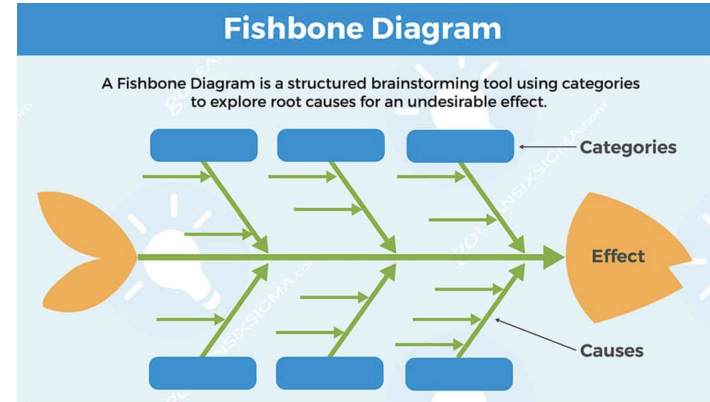
Ready to launch the plan for our students!



# 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.



<b>1</b> <b>Pick Tier 2 Words</b> What words will get your time? (Pg. 20)	<b>6</b> <b>Ten Dollar Words</b> High quality teacher language (Pgs. 57-59)	<b>11</b> <b>Student Friendly Definition</b> Word = Synonym, Category + Attributes (Pg. 50)	<b>16</b> <b>Independent Reading</b> Correlated with vocabulary growth and academic achievement. (Pg. 20)
<b>2</b> <b>New Word Routine</b> Words your students will not forget. (Pgs. 38-39)	<b>7</b> <b>Sorting Words into Categories</b> Creating new sums and connections, in our mental dictionaries. (Pg. 48)	<b>12</b> <b>Vocab Bingo</b> Create a new sentence using the words on a bingo-board.	<b>17</b> <b>Semantic Feature Analysis</b> Comparing features of a morpheme, word, or sentence with a chart. (Pg. 53)
<b>3</b> <b>Use Cognates</b> Words that share common meaning, spelling and pronunciation. (Pg. 33)	<b>8</b> <b>Multiple Meanings Web</b> The more associations a word has in the brain, the easier it can be retrieved and used. (Pg. 49)	<b>13</b> <b>Identify Morphemes</b> Prefixes, roots, and suffixes (Pgs. 62-63)	<b>18</b> <b>Word Wizard</b> Make a class chart to see how many times we see and use our words of the week or unit.
<b>4</b> <b>Interactive Read Alouds</b> Select books 1 grade level above and teach tier 2 words. (Pg. 20)	<b>9</b> <b>Select and Connect</b> Review vocabulary and build oral language. (Pg. 66)	<b>14</b> <b>Four Square</b> Owning the word with examples and nonexamples. (Pg. 64)	<b>19</b> <b>Share the Wealth!</b> Share great ideas and pictures with your team and literacy committee!
<b>5</b> <b>Shades of Meaning</b> Use index cards to differentiate one word from another. (Pg. 54)	<b>10</b> <b>Semantic Map</b> Represents many dimensions of a word to really know it. (Pg. 14)	<b>15</b> <b>Partner Chatter</b> Used after words have been introduced, with teacher feedback. (Pg. 65)	<b>20</b> <b>Check out Examples</b> <a href="https://tinyurl.com/pe2n78yy">https://tinyurl.com/pe2n78yy</a>

What words should I explicitly teach?

**Tier 3:** These words only need a brief definition before moving on.

- Are infrequently used, but essential for understanding the text
- Are likely to be found in texts about specific topics
- Can be instructed on the spot, when the need arises, using pictures or contextual supports

**Tier 2:** These words should be highlighted to teach explicitly.

- Are high frequency, yet more sophisticated and abstract than basic words (e.g., avoid, fortunate, crafty)
- Are central to the meaning of the text
- Can be applied to discussions across many contexts and experiences
- Can be defined with other basic words already known (e.g., fortunate can be defined with lucky)
- Should be taught in depth; aim to teach about 300-400 words per year, or 3-5 words per reading selection.

**Tier 1:** Most students know these words.\*

- Are basic, common vocabulary that children learn early (e.g., sad, hot, laugh)
- Are important for high-risk learners and Multilingual Students
- Are usually known by students with normal language development

\*Younger students and students for whom English is a second language may need proportionally more instruction with Tier 1 words.

Lexia

LETRS™

PD Sessions

Walkthroughs

Or [Here](#)

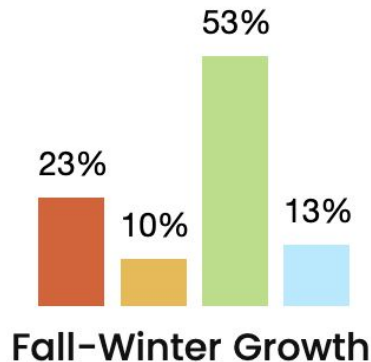
Goal= 50% will achieve typical or aggressive growth



## Building Data – Literacy - Percent at Typical and Aggressive Growth

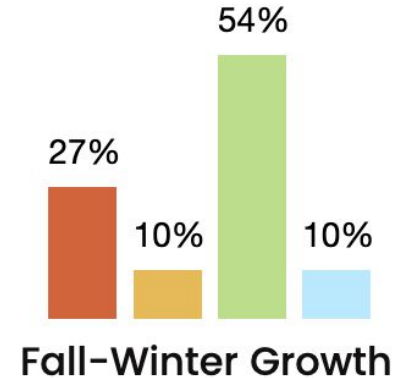
Growth Of All Students In Group  
By Normative Categories: ?

aReading = 66%



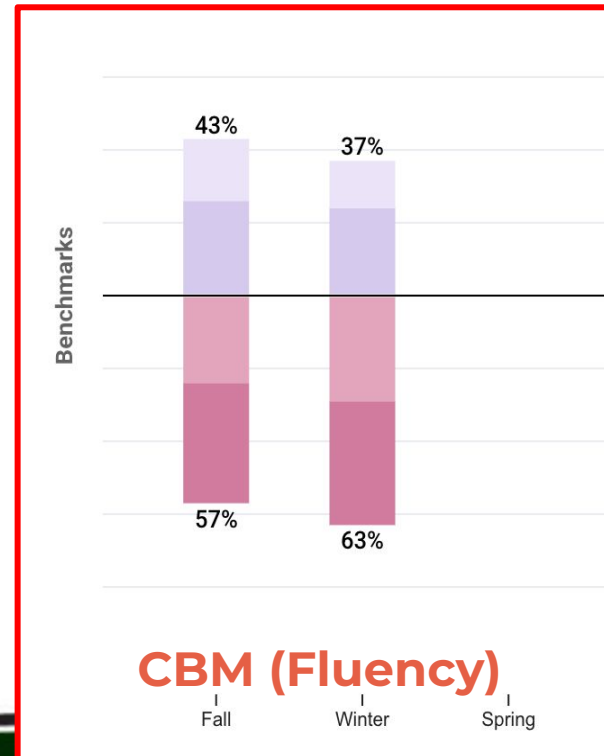
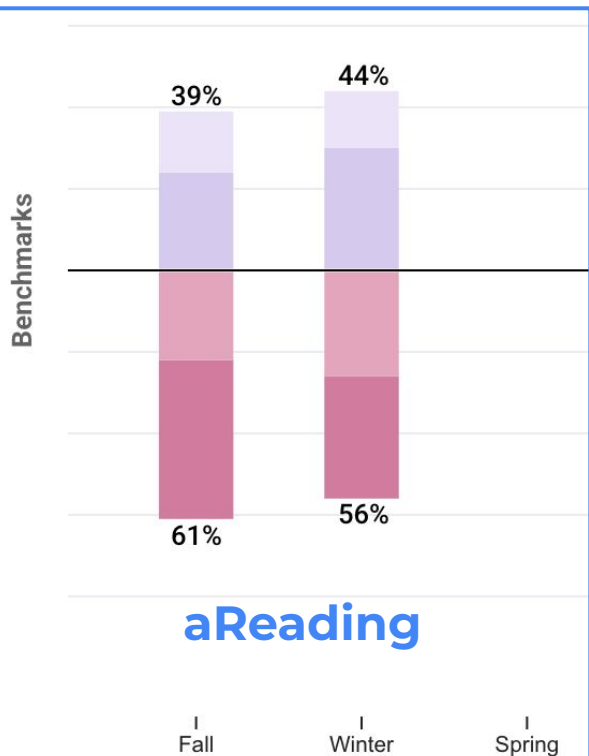
Growth Of All Students In Group  
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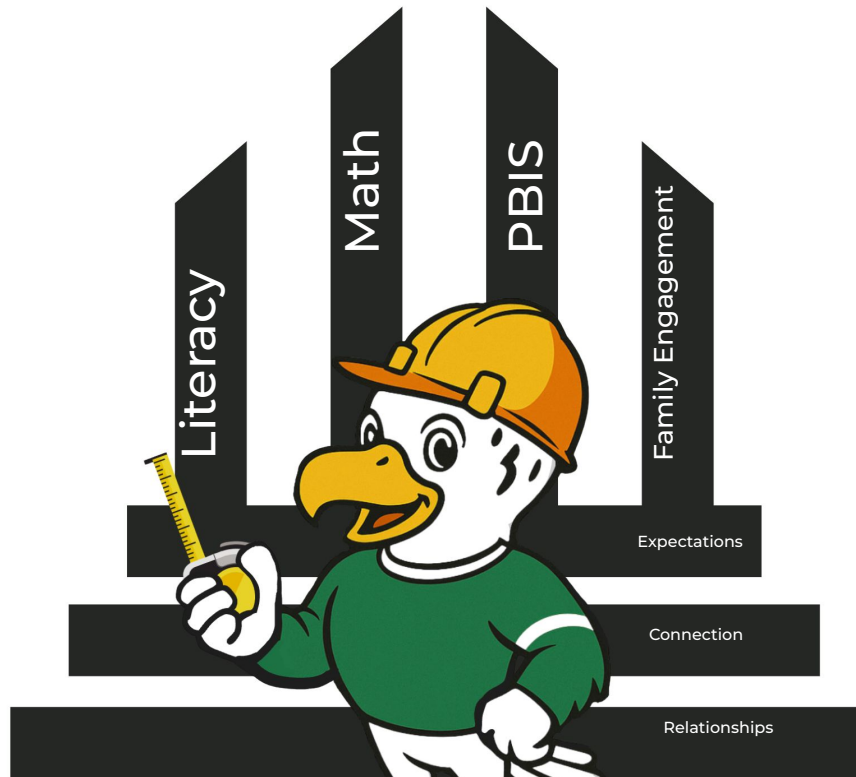
Early Reading = 64%





# The Percent of Students that are at Benchmark





**WE BUILD**

NOSTROS CONSTRUIMOS

WAAN DHISAYNAA

**WE RISE**

NOSTROS LEVANTAMOS

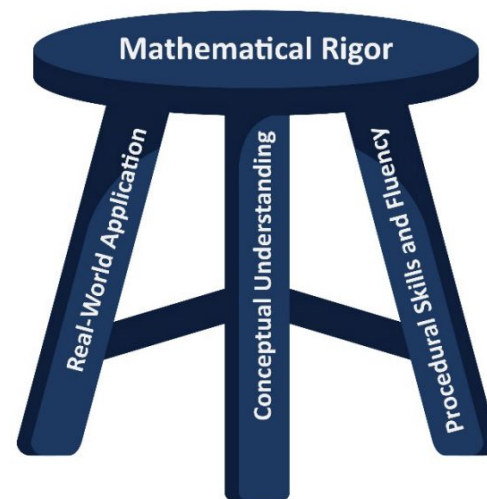
WAAN KACNAA

**LINCOLN ELEMENTARY**

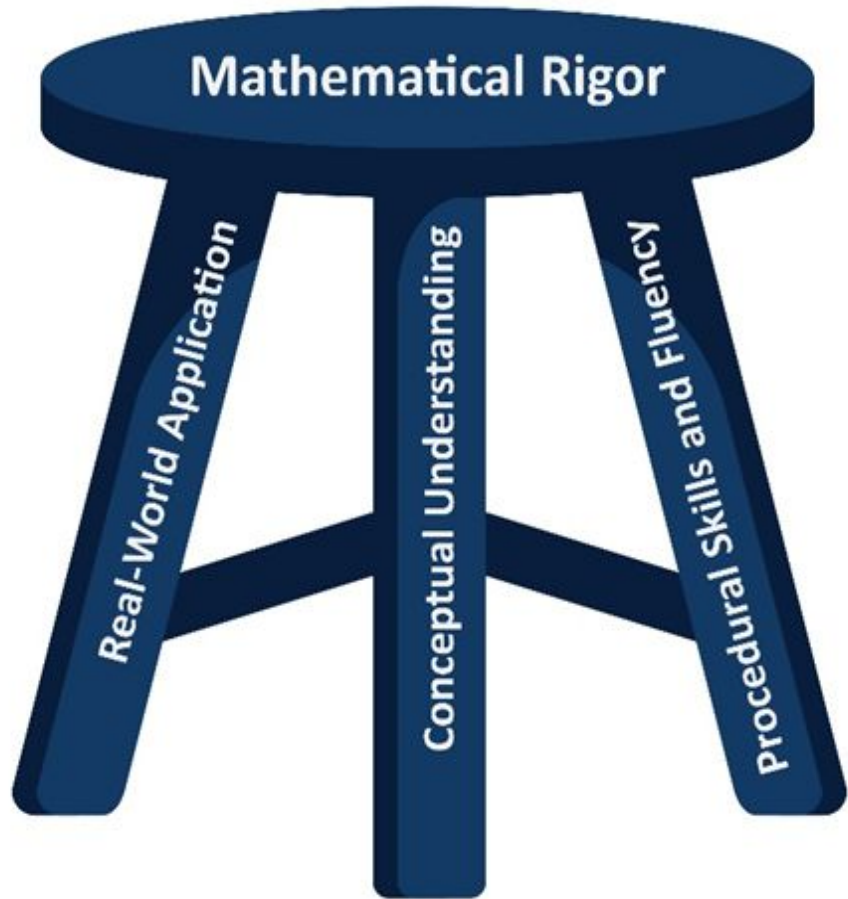


## Site Goals – Math

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

**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 reach building a bathroom, Jordan uses two boards. One is  $\frac{1}{2}$  foot long and the other is  $\frac{1}{3}$  foot long. What is the total length of the boards?

- Model each fraction using fraction tiles and draw them onto the grid.
- Draw 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**

Mark'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?

- Model each fraction using fraction tiles and draw them onto the grid.
- Find fraction tiles that will match the length of the combined tiles. Line them up below the model.

Check: There is  $\frac{5}{6}$  of the  $\frac{1}{2}$  fraction. There are 5  $\frac{1}{6}$  tiles. There are 3  $\frac{1}{6}$  tiles. They are  $\frac{5}{6} + \frac{3}{6} = \frac{8}{6} = \frac{4}{3}$  strawberry pies altogether.

Slides 10–15

**Talk About It**

1. In the first activity, the area for the denominator of the sum  $\frac{1}{2} + \frac{1}{3}$  is the denominator of the sum, 6 and  $\frac{1}{6}$ .

### 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?  $\frac{2}{3} + \frac{3}{4}$

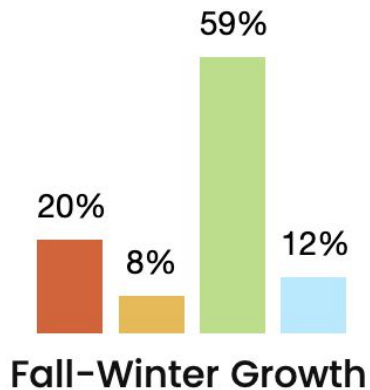
Goal= 50% will achieve typical or aggressive growth



## Building Data – Math - Percent at Typical and Aggressive Growth

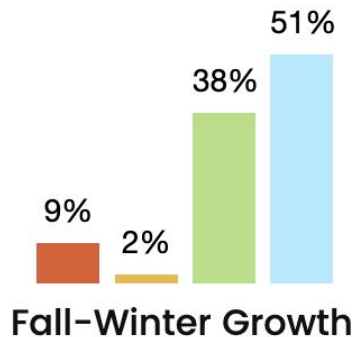
Growth Of All Students In Group  
By Normative Categories: ?

aMath = 71%



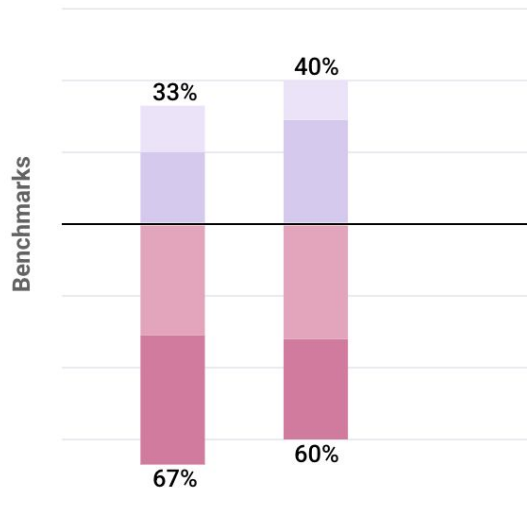
Growth Of All Students In Group  
By Normative Categories: ?

Early Math = 89%



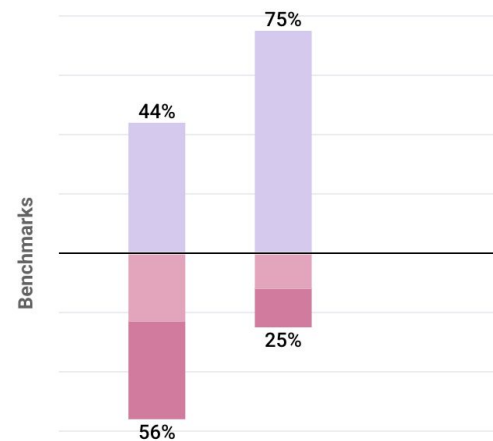


# The Percent of Students that are at Benchmark



aMath

Fall   Winter   Spring



Early Math

Fall   Winter   Spring



Intentionality

Clear Action Steps

Walkthroughs

Literacy

Math

PBIS

Family Engagement

Expectations

Connection

Relationships

Data-driven decisions

Intentional Behavior Management

Individualization

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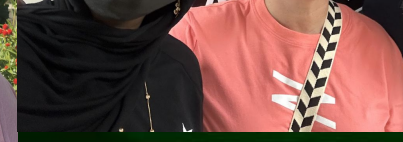
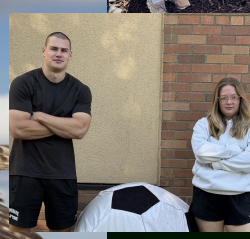
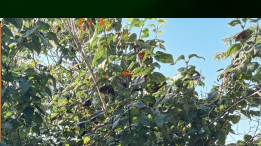


**WE RISE**

NOSTROS LEVANTAMOS

WAAN KACNAA

**LINCOLN ELEMENTARY**





# 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
<b>S</b> <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.
<b>O</b> <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.
<b>A</b> <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.
<b>R</b> <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.
<b>Teacher Role</b>		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?

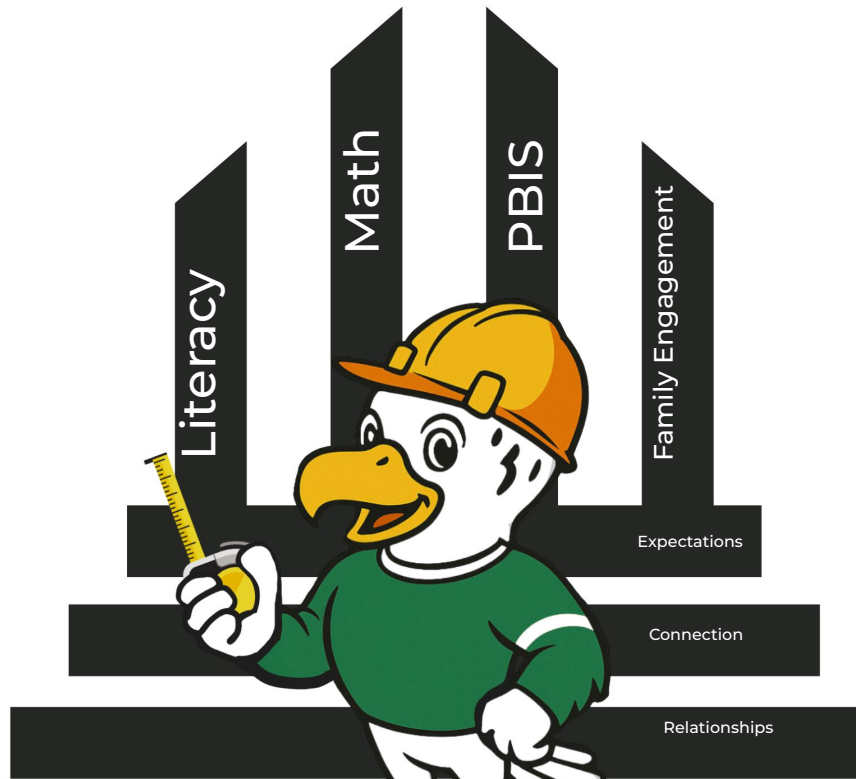
## SOAR Assemblies

- 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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