

**Shakopee Public Schools ISD 720**  
**Local Literacy Plan**  
 2024-2025



The mission of Shakopee Schools, in partnership with our community, is to educate lifelong learners to succeed in a diverse world. Literacy is foundational to fulfilling this mission. We are committed to the goal of the Minnesota READ Act, which ensures that every child in our system will read at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals.

**Literacy Goals for the 2024-25 School Year**

Shakopee Public Schools’ literacy goals for the 2024-25 school year, outlined below, closely mirror the READ Act goal.

- All students, beginning in kindergarten, will be reading at or above grade level by Spring 2025, as measured by Fastbridge earlyReading and aReading assessments.
- All multilingual learners will achieve their individualized reading goals by Spring 2025, as measured by the WIDA ACCESS assessment.
- All students receiving special education services will achieve their individualized reading goals by Spring 2025, as measured by their individual education plan.
- Continue to refine our implementation of a Multi-Tiered Systems of Support, focusing on the use of literacy assessments, data analysis, instructional matches (interventions) and progress monitoring to provide targeted, evidence-based instruction based on student need.
- Pilot, select and implement evidence-based instructional materials with grade level teams across the district, in anticipation of a full implementation during the 2025-26. Selected resources will be designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

**Shakopee Schools Literacy Screening Plan**

Shakopee Schools has a robust assessment and screening plan to support all learners. Per the READ Act (Minnesota Statutes section 120B.12), our plan includes conducting universal literacy and dyslexia characteristics screening using a Minnesota Department of Education approved screening tool in grades K-3. The chart below details additional information about our screening plan.

Grades K-3			
Grade/Screening Tool	Reading Components Assessed	Assessment Type	Frequency of Assessment
<b>Kindergarten:</b> Fastbridge Early Reading	Oral Language Phonological Awareness Phonics Fluency	Universal Screening  Dyslexia Screening	3x/year  Fall, Winter, Spring
<b>First:</b> Fastbridge Early	Oral Language Phonological Awareness	Universal Screening	3x/year

Reading, aReading, CBMReading	Phonics Fluency Vocabulary Comprehension	Dyslexia Screening	Fall, Winter, Spring
<b>Second Grade:</b> Fastbridge aReading, CBMReading	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening  Dyslexia Screening	3x/year  Fall, Winter, Spring
<b>Third Grade:</b> Fastbridge aReading, CBMr	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening  Dyslexia Screening	3x/year  Fall, Winter, Spring
<b>Fourth &amp; Fifth Grade</b> Fastbridge aReading, autoReading, CBMReading	Phonics Fluency Vocabulary Comprehension	Universal Screening  Dyslexia Screening	3x/year  Fall, Winter, Spring

The information outlined below for Grades 6-12 will be updated when MDE releases the approved list of screeners for students beyond Grade 3.

<b>Grades 6-12 (In development, pending release of MDE Screeners)</b>			
<b>Grade/Screening Tool</b>	<b>Reading Components Assessed</b>	<b>Assessment Type</b>	<b>Frequency of Assessment</b>
<b>Grades 6-8</b> Fastbridge aReading	Orthography Morphology Vocabulary Comprehension	Universal Screening	3x/year  Fall, Winter, Spring
<b>Grade 9</b> Fastbridge aReading	Orthography Morphology Vocabulary Comprehension	Universal Screening	1x/year  Winter
<b>Grades 10-12</b>	In development	NA	NA

## Parent Notification and Involvement

In our elementary buildings, parents are provided with information about their child's reading in relation to grade level benchmarks during conference time, and during other formal and informal meetings. Any reading related services, evidence of reading growth, and instructional next steps are also explained to parents at conferences, via emails and/or phone conferences. Quarterly report cards also inform parents about their student's progress towards mastery of grade level standards in reading.

In addition, parents with children identified for Title 1 services will receive a school-parent compact that describes what the school, parents and students will each do to improve student achievement and how teachers and parents will maintain on-going communication. This compact will be discussed during conferences.

Teachers also provide suggested activities for parents to engage their children with reading at home. Examples include reading motivation charts, recommended book lists, activities to practice skills at home, and suggestions for reading and discussing books with children.

## Student Summary Level and Dyslexia Screening Data 2023-24 School Year

The following chart provides a summary of benchmark and dyslexia screening data for students in grades K-3.

Grades K-3						
Grade	Number of students universally screened in FALL	Number of students universally At or Above benchmark FALL	Number of students universally screened in SPRING	Number of students universally At or Above benchmark SPRING	Number of students screened for dyslexia	Number identified with characteristics of dyslexia
KG	416	222	414	149	446	31
1st	449	211	451	232	479	10
2nd	461	237	475	267	480	7
3rd	469	289	476	293	485	9
4th	491	327	498	310	503	6
5th	533	349	543	337	543	14
6th	559	406	556	387		
7th	477	331	443	284		
8th	542	317	546	293		

## Core Reading Instruction and Curricula Grades K-5

Shakopee Schools' core curriculum is built to ensure that all students reach grade level proficiency and can accurately, fluently and confidently read, write, and communicate effectively and efficiently across a wide range of texts and genres. The charts below highlight our current curricular resources by grade level. Please note that our selected resources and the instructional delivery model reflect reading, writing, speaking and listening standards.

K-5 Core Curricula			
Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model
KG	Benchmark	Comprehensive	120 Minutes: <ul style="list-style-type: none"><li>• 60 minutes whole class (30 minutes reading, 30 minutes writing)</li><li>• 60 minutes differentiated instruction</li></ul>
	Zoo Phonics	Supplemental	
1st	Benchmark	Comprehensive	
2nd	Benchmark	Comprehensive	
3rd	Benchmark	Comprehensive	
4th	Benchmark	Comprehensive	
5th	Benchmark	Comprehensive	

## Data-Based Decision Making for Literacy Interventions

Over the past two years, Shakopee Schools has committed to refining our Multi-Tiered System of Supports. We have a dedicated coordinator and MTSS coaches that work closely with building teams to ensure that data-based decisions are being made to provide instructional matches for students. The instructional coaches support teachers with implementing instructional matches, ensuring that progress monitoring data is being collected to make data-based decisions about next steps for students.

In Shakopee Schools, our Multi-Tiered System of Supports is a proactive system focused on delivering high quality instruction through the alignment of three tiers of support to accelerate student achievement. Each tier is highlighted below.

- Tier I, or universal instruction, includes the use of high-quality, evidence-based literacy instruction delivered to all students in the classroom. Tier 1 ensures all students receive consistent instruction aligned with the Minnesota State English Language Arts standards, and addresses phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. Teachers will differentiate instruction in small groups according to the individual needs of their learners. This may include interventions provided by the classroom teacher.

- Tier II, or supplemental instruction, provides an additional layer of instruction to students who, based on screening and diagnostic assessments, are not meeting grade/level targets. These supplemental reading interventions provide targeted instruction based on student need, and are provided in addition to Tier 1 instruction.
- Tier III, or intensive instruction, is the most intensive and individualized level of support for students who have not made adequate gains with Tier I and Tier 2 supports. This level of support requires specialized instruction to ensure students make academic progress.

Throughout the 2023-24 school year, we have refined our implementation of a Multi-Tiered Systems of Support for Literacy, focusing heavily on the use of literacy assessments and data analysis as part of a robust assessment system. Though we have utilized the aReading and CBM reading assessments available in FastBridge, this year we added Early Reading and Auto Reading assessments. The addition of these assessments allows us to analyze screening data, triangulate this data with additional assessments, and select instructional matches (interventions) based on class or individual needs. The addition also assists in providing specific progress monitoring tools to track student progress and inform next steps for instruction. PLCs work collaboratively to analyze progress monitoring data and other formative information for growth or regression in key literacy skills in order to modify or intensify instruction. Coaches also support in the classroom as needed, observing and/or modeling instruction, providing feedback, and planning for next steps.

Our Fastbridge screening data, coupled with local literacy assessments, helps us identify students not reading at grade level. Through the process identified above, our building teams make decisions about the instructional response to the data. This includes Tier I differentiation of the core curriculum, as well as Tier II and Tier III interventions. In addition, students with scores below the 15% on the EarlyReading, aReading, and CBMR (when given) who also demonstrate below-grade level proficiency on local assessments, may qualify for intervention services.

## Professional Development Plan

Shakopee Schools has partnered with CORE to provide structured literacy training through the Online Language & Literacy Academy (OL&LA). K-5 educators, as well as K-12 English Language Development teachers, K-12 special education teachers who teach reading will choose one of the following three pathways to complete the training. Our interventionists are already trained in LETRS.

**Option #1:** Complete! This cohort completed the course in the Spring of 2024 while participating in Shakopee University's Literacy Pathway.

**Option #2:** This "early track" cohort will begin the course in August 2024 and finish in December 2024.

**Option #3:** This "fast track" cohort will begin the course in March 2025 and complete by June 30, 2025.

**Option #4:** This "school year" cohort will begin the course in March 2025 and complete the course over the next year, finishing in March 2026.

Shakopee Schools began to implement structured literacy during the 2023-2024 school year with the implementation of a Multi Tiered Systems of Support specific to literacy. During the 2023-24 school year we refined our use of Fastbridge

screeners, brought forward a protocol to analyze data and select explicit, evidence-based interventions, and used progress monitoring to assess student growth and make adjustments to instruction.

In addition, as mentioned above, our educators will receive structured literacy training through the Online Language & Literacy Academy (OL&LA). This learning will support educators in implementing structured literacy practices in core (Tier 1) instruction as we adopt new curricular materials for the 2025-26 school year.

We collect both quantitative and qualitative data to monitor each phase of our structured literacy implementation. Quantitative data includes, but is not limited to, number of interventions implemented, frequency of progress monitoring use, ITeam referrals, and Fastbridge proficiency data. Qualitative data includes teacher surveys, coach and principal observations, and PLC notes. This triangulation of data helps us to assess the effectiveness of our strategies and interventions, identify areas for improvement, and make data-driven decisions to support student and teacher learning and success.

Please see below for information regarding the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

<b>Phase 1 Educators</b>				
<b>Phase 1 Educator Role</b>	<b>Total Number in District</b>	<b>Educators Who Have Completed Training</b>	<b>Educators With Training in Progress</b>	<b>Educators Who Need Training</b>
<b>Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction</b>	36	0	0	36
<b>K-3 Classroom Educators (including ESL instructors responsible for reading instruction)</b>	100	20	0	80
<b>Grades 4-5 Classroom Educators</b>	40	3	0	37
<b>K-12 Reading Interventionists</b>	14	10	1	3

<b>K-12 Special Education Educators responsible for reading instruction</b>	105	4	0	101
<b>Pre-K through grade 5 Curriculum Directors</b>	2	1	0	1
<b>Pre-K through grade 5 Instructional Support Staff who provide reading support</b>	80	0	0	80

<b>Phase 2 Educators</b>				
<b>Phase 2 Educator Role</b>	<b>Total Number in District</b>	<b>Educators Who Have Completed Training</b>	<b>Educators With Training in Progress</b>	<b>Educators Who Need Training</b>
<b>Grades 6-12 Classroom Educators responsible for reading instruction</b>	45	0	0	45
<b>Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)</b>	26	14 (completed during Phase 1)	0	12
<b>Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program</b>	N/A	N/A	N/A	N/A

<b>under section 124D.68</b>				
<b>Grades 6-12 Instructional support staff who provide reading support</b>	Included in Phase 1 training			
<b>Grades 6-12 Curriculum Directors</b>	1	0	0	1
<b>Employees who select literacy instructional materials for Grades 6-12</b>	N/A (they will complete as part of required training)			

**Action Planning for Continuous Improvement.**

Shakopee Schools commits to the following strategic action steps in order to improve the implementation of evidence-based literacy instruction, achieve the goals outlined in the first section of this plan, and accelerate literacy learning for all students.

**Action #1:** Provide all Phase 1 and Phase 2 educators (as defined by MDE) with the knowledge and skill base required to effectively teach reading and writing. Teachers will be able to:

- Deliver evidence-based instruction in each major domain (phonological awareness, phonics and word recognition, fluency, vocabulary, comprehension and written expression).
- Articulate the research on reading instruction and link research to practice.
- Understand and respond to diverse reading profiles, including dyslexia.
- Understand how to use screening and diagnostic measures as a basis for instructional decisions.

**Action #2:** Provide continued guidance and support for our Multi-Tiered System of Supports, specifically our implementation of literacy assessments. This support will include:

- Additional training for our School-Wide Assessment Coordinators and Interventionists around the facilitation of fall and winter data dive meetings with PLC teams
- Documents to support PLC literacy data dive protocols (interpretation of screening and diagnostic assessments, selection of interventions, progress monitoring tools)

**Action #3:** Pilot, select and implement evidence-based instructional materials with grade level teams across the district, in anticipation of a full implementation during the 2025-26 school year. The selection process will include a robust collection of data (observations, teacher feedback, student feedback) based on a set of look-fors, including but not limited to:

- Authentic opportunities for students to read, write, speak and listen.
- Texts represent a diversity of perspectives and people.
- Complex, engaging texts used to build knowledge and develop comprehension strategies.
- Writing is purposeful, authentic and integrated with reading.
- Foundational skills instruction is explicit, systematic and multisensory.
- Assessments provide information to adjust instruction.