

School Board Regular Business Meeting

Monday, October 23, 2023 6:00 PM

Scott County Government Center Board Room (GCE -226), 200 4th Ave W,
Shakopee, MN 55372

1. CALL TO ORDER JOINT BOARD MEETING OF ISD 720 SCHOOL BOARD AND THE SCOTT COUNTY BOARD OF COMMISSIONERS BUSINESS MEETING - SCOTT COUNTY CHAIR WOLF	
2. CALL TO ORDER SCHOOL BOARD BUSINESS MEETING AND ROLL CALL - CHAIR PETERSON	
3. PLEDGE OF ALLEGIANCE	Presenter: Chair Wolf
4. CONSIDERATION OF JOINT AGENDA AS PRESENTED - SCOTT COUNTY	Presenter: Chair Wolf
5. CONSIDERATION OF JOINT AGENDA AS PRESENTED - ISD 720	Presenter: Chair Peterson
6. SABER PRIDE	Presenter: Chair Peterson
6.1. Scott County Camper Cabin Project	Presenter: Mike Redmond (introduction); Brett Kaufhold - Shakopee High School Teacher; Shakopee High School Students
6.2. National Principals Month	Presenter: Jim Miklausich, Assistant Superintendent
7. INFORMATION	Presenter: Chair Wolf
7.1. Shakopee Public Schools & Scott County Collaborative Plan	Presenter: Various Presenters
7.2. Academies of Shakopee & District Partnerships	Presenter: Tiffany Olson, Shakopee Public Schools Director of Communications & Strategic Development
8. UPCOMING MEETINGS & IMPORTANT DATES	Presenter: Chair Wolf; Chair Peterson
9. ADJOURNMENT - SCOTT COUNTY MEETING	Presenter: Chair Wolf
10. ADJOURNMENT - SHAKOPEE PUBLIC SCHOOLS MEETING	Presenter: Chair Peterson



Real-World Learning in Action

Scott County Camper Cabin Project

Advanced Manufacturing Class
Shakopee High School, Grades 11 -12

Highlights:

- 5-month project
- 210 Sq.Ft. of insulated space
- Project management, problem-solving and leadership skills in addition to construction
- Real-world budget
- Support from SHS electricity class
- Inspectors reviewed work



Learning to read well is critical to all other learning in school and in life.

Shakopee Schools is committed to renewing the foundation for comprehensive literacy learning and teaching by:

- initially targeting primary literacy.
- developing a guaranteed and viable system of core instruction, individual student progress monitoring, developmental assessments, timely and targeted intervention (MTSS), training and oversight.
- continuing and finalizing the shift to student centered classrooms, via universal high quality instruction.

Shakopee Comprehensive Elementary Literacy Framework

Scientifically Research Based

- Explicit, systematic and replicable instruction aligned with the science of reading
- Focused in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

Robust Assessment System

- Universal screening
- Diagnostic assessments
- Progress monitoring
- System for tracking growth over time

Adequate Instructional Time

- Explicit Instruction
- Guided and Shared Practice
- Independent Application
- Supplemental services for students as needed

Knowledgeable Instructional Leaders

- Understands quality literacy instruction, including the science of reading
- Offers a combination of support & accountability
- Schedules strategically
- Hires expert literacy teachers

High Quality Resources

- Culturally Relevant
- Research based
- Developmentally sequenced
- Address essential components of literacy

Expert Literacy Teachers

- Use of evidence based practices, including those associated with the science of reading
- Commitment to professional learning
- Understand continuums of literacy development



Shakopee Comprehensive Elementary Literacy Framework

Shakopee Public Schools will develop critical literacy skills through high quality instruction in each classroom where all students achieve grade level or higher standards.

Framework for Achieving Proficiency in MN K-5 English Language Arts Academic Standards

READING INSTRUCTION

Daily 75-90 minute Literacy Block

Whole group and small group instruction focusing on phonemic awareness, phonics, fluency, vocabulary development, reading comprehension, and writing in response to reading; includes time for targeted instruction for unique learners (assumes collaboration with SPED, ML, HP, Intervention)



WRITING INSTRUCTION

Daily 30-45 minutes OUTSIDE the Literacy Block

Whole group and small group instruction focusing on narrative writing, argumentative/opinion writing, informational writing, grammar, and handwriting

Phonics, Phonemic Awareness, Word Study

Literacy Block: 15-30 minutes

What is it?

Explicit, daily instruction in structural analysis of words, sounds, syllables, vocabulary development, and spelling strategies.

What it looks like:

- Whole or small group
- Benchmark Phonics
- Words Their Way

ASSESS using PAST, FastBridge & Words Their Way

Reading Comprehension

Literacy Block: 15-30 minutes

What is it?

A daily opportunity for students to learn, practice and apply reading skills & strategies taught in lessons using grade level text.

What it looks like:

- Explicit instruction in reading comprehension skills and strategies, reading fluency, and vocabulary
- Read Alouds with discussion
- Shared Reading
- Benchmark Literacy
- Authentic Texts

Assess using FastBridge, DRA, and Benchmark Grade Level Assessments

Small Group Instruction

Literacy Block: 30-45 minutes

What is it?

Guided practice in transfer and application of phonics skills, and reading/writing strategies taught in daily lessons using leveled and/or decodable texts.

What it looks like:

- Explicit instruction in reading comprehension strategies and reading fluency
- Read Alouds and/or Shared Reading experiences
- Bookroom resources

Progress monitor using FastBridge, Running Records, and/or Skills Checklists

Writing in Response to Reading

Literacy Block: 10-20 minutes

What is it?

A daily opportunity for students to write in response to text in order to deepen understanding and apply mapping sounds to letters.

What it looks like:

- During reading active text processing with graphic organizers
- After reading prompts
- Journal reflection responses to a text
- Informational summaries

Progress monitor using Readers' Notebooks & Skills Checklists

Independent Work Time

Literacy Block: 20-40 minutes

What is it?

A daily opportunity for students to practice and apply reading/writing skills & strategies taught in lessons.

What it looks like:

- Independent/partner reading/researching
- Practice work in phonics, spelling and vocabulary
- Centers/Stations
- Benchmark Literacy

Progress monitor using Readers' Notebooks & student selected work samples

Daily Core Writing

Outside of the Literacy Block: 30-45 minutes

What is it?

Daily opportunity for students to write informally and formally using the writing process.

What it looks like:

- Explicit instruction in Narrative, Informational, & Argumentative/Opinion writing
- Explicit instruction in grammar and mechanics
- Writing in the content areas
- Handwriting
- Writers' Workshop Resources (Dunn)

Progress monitor using Grade Level Rubrics & Skills Checklists

K-5 Next Steps

2023-2024 Priorities

- Update Literacy Assessments (K-5)
- Kick off (registration) Shakopee University fall '23 K-2 cohort ([see proposal](#))
- Hire a Literacy Coordinator and a Literacy Coach (2.0 FTE)

Intentional Planning

- Leverage work already done (Developmental Designs, AFL strategies, Writing Workshop/Steve Dunn, Gradual Release of Responsibility, Workshop Model Teaching) to enhance our comprehensive literacy framework.
- Language Arts Articulation to begin in 2024-2025



Shakopee Schools & Scott County: Collaborative Plan for Improving Educational Outcomes

Values Statement: Collectively, we value education for all children as the key to opportunity, fulfillment, and success throughout their lifetime. Shakopee Schools and Scott County serve the same children and families, each with have their own roles, resources, and expertise to support positive educational outcomes. Together, we prioritize prevention and interventions as early as possible as the best opportunity for long-term impact. We place value and importance on our existing partnerships, and we have a shared interest in greater alignment of those partnerships, weaving together what each organization does best and maximizing opportunities to have the greatest impact educational experiences for children and their families.

Objective 1: Early Childhood Screenings: Children will receive early childhood screenings at age three to maximize opportunities to address barriers to learning, ensure schools are prepared to receive children with special learning needs, promote parent engagement in education, and make long-term impact on students' academic success. **Outcome:** Double the percentage of children screened at age three by expanding referral networks, enhancing the referral processes, and expanding opportunities for early childhood screenings.

Strategy #1: Working together, expand the network of referral sources and enhance the existing referral processes.

- Tactic: Identify five service provider groups (medical; "family and friends" childcare providers; etc.), with the biggest opportunity to increase the number of referrals made for screening. Coordinate in-person, targeted outreach to build awareness of the process, purpose, and importance of screenings.
- Tactic: Develop and implement a coordinated calendar of outreach efforts to families and referral sources, including written materials, in-person consultation, and social media.
- Tactic: Engage Shakopee CAPS student(s) in assistance creating and distributing outreach materials.
- Tactic: Public Health staff will expand existing efforts to refer children to early childhood screenings by:

- Implementing a text notification service, alerting families participating in WIC as their child reaches age 3, and again at age 4, of the need for early childhood screenings, information about the school district, and assistance scheduling screening appointments.
- Tactic: Beginning November 1, 2023, edit the screening intake form to evaluate impact of outreach efforts and guide future improvement strategies.

Strategy #2: Working together, expand opportunities for families to participate in early childhood screenings for three-year-old children.

- Tactic: Expand scheduling opportunities for screening to include:
 - Expand evening hours until 7:00pm and double the number of appointments available after 5:30
 - Add an appointment schedule for one Saturday morning per quarter.
 - Adjust current daytime schedules to include appointments on Fridays, based on parent requests.
- Tactic: Public Health staff will complete hearing and vision checkups, forwarding to the school district, reducing the time it takes for the school staff to conduct each screening:
 - Public Health will conduct hearing and vision tests at WIC appointments for all three- and four-year-old children.
 - Public Health will hold hearing and screening checks at the Family Resource Centers once per month.
- Tactic: Develop and implement a new incentive plan for children screened at 3
- Tactic: Jointly agree on 3-4 data sets, reported annually, that reflect practices and outcomes of early childhood screening reports.
- Tactic: Review the list of students not screened before they entered kindergarten in September 2023. Identify common elements to inform future outreach and referral efforts.

Strategy #3: Review progress in February 2024.

- Tactic: Reconvene Collaborative Planning Team and review progress. If not on track to meet performance goal:
 - Develop and implement a plan for the use of County resources (equipment, space, evaluators) which stand ready to conduct screenings and support continued progress towards the goal
 - Develop and implement a mobile service delivery model, including but not limited to screenings in the libraries, Family Resource Center(s) and the Readmobile.

Objective 2: Attendance: Children will attend school consistently, engaged in learning, and parents will have enhanced capacity to ensure consistent school attendance.

Strategy #1: Engage a collaborative leadership team of school and County staff to drive proactive and innovative approaches to support consistent attendance.

- Tactic: Expand understanding each organization's roles and processes, "weaving together" opportunities to align support for consistent attendance and reduce the need for students' involvement in involuntary, "deep end" County services.
- Tactic: Define and implement robust efforts by school personnel to engage students and families before referring to County enforcement services.
- Tactic: Develop and implement personalized outreach efforts, including support for classroom teachers who are often the first point of contact with families.
- Tactic: Design a family services support worker model to improve outreach and engagement with students and their families. Consider priority needs, target population, and service delivery model.

Strategy #2: Ensure timely referrals to existing prevention programs.

- Tactic: Develop and implement steps to improve the consistency and accuracy of attendance records and parental notifications of student absences
- Tactic: Beginning with data from the 2023-2024 school year, examine truancy and educational neglect referral data to expand opportunities to refer to prevention programs.

Strategy #3: Improve data collection, analysis, and communication of results.

- Tactic: Conduct a deeper examination of absenteeism data, 15-day drop disenrollment, and student survey data to create a baseline of what is currently understood about students who are disenrolled and those who do not attend school regularly, used to inform future improvement strategies.
- Tactic: Develop and implement a joint communication plan for sharing data and results (quarterly?) with the Collaborative Leadership Team, school district and County administrators.
- Tactic: Reconvene the Collaborative Planning Team in February 2024 to review progress.