Joint School Board Regular Business Meeting with Scott County

Monday, January 26, 2026 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**	**Presenter:** Scott County Board Chair Ulrich
2. **CALL TO ORDER JOINT BOARD MEETING OF ISD 720 SCHOOL BOARD AND THE SCOTT COUNTY BOARD OF COMMISSIONERS BUSINESS MEETING**	**Presenter:** Shakopee Public Schools Board Chair Peterson
3. **PLEDGE OF ALLEGIANCE**	**Presenter:** Scott County Board Chair Ulrich
4. **CONSIDERATION OF JOINT AGENDA AS PRESENTED**	**Presenter:** Scott County Board Chair Ulrich
5. **CONSIDERATION OF JOINT AGENDA AS PRESENTED**	**Presenter:** Shakopee Public Schools Board Chair Peterson
6. **SABER PRIDE**	**Presenter:** Shakopee Public Schools Board Chair Peterson
7. **SCOTT COUNTY DELIVERS**	**Presenter:** Scott County Board Chair Ulrich
8. **SHAKOPEE PUBLIC SCHOOLS & SCOTT COUNTY TACTICAL PLAN**	**Presenter:** Shakopee Public Schools Board Chair Peterson
9. **INFORMATION**	**Presenter:** Shakopee Public Schools Board Chair Peterson
9.1. Library Programs in Partnership with Shakopee Public Schools	**Presenter:** Nika Summer and Sarah Wehrenberg, Shakopee Co-Directors of Learning, Teaching & Equity and Jennifer Schultz, Scott County Library Director
9.2. Supporting Healthy Communities – Vape Detector & Disposal Bin Pilot	**Presenter:** Jeff Pawlicki, Shakopee High School Principal and Ron Hocevar, Scott County Attorney
9.3. Supporting Student Attendance	**Presenter:** Jim Miklausich, Shakopee Assistant Superintendent and Nikki Hallberg, Child & Family Services, Scott County
9.4. Connect Therapy	**Presenter:** Julie Fred, Shakopee

	Director of Special Services; Bryan Phan, Shakopee High School Student (Junior) & Ex-Officio Student School Board Member; and James Holden, Therapist, Scott County
10. **LEGISLATIVE AND FUNDING IMPACTS TO SCOTT COUNTY AND SCHOOL SERVICES**	**Presenter:** Shakopee Public Schools Board Chair Peterson
11. **ADJOURNMENT - SCOTT COUNTY MEETING**	**Presenter:** Scott County Board Chair Ulrich
12. **ADJOURNMENT - SHAKOPEE PUBLIC SCHOOLS MEETING**	**Presenter:** Shakopee Public Schools Board Chair Peterson

Scott County Delivers

Title: Early Learning and Literacy

Objective Area: Child Services

Panel Representatives

Name	Title	Department / Organization
Elena Tran	Public Health Data Planner	Scott County Public Health
Jennifer Schultz	Library Director	Scott County Library
Mary Kay Stevens	Supervisor Family Home Vising	Scott County Public Health
Sarah Moline	Pearson Administrator	Shakopee Schools
Monika Summers	Assistant Director of Learning, Teaching and Equity – Elementary	Shakopee Schools
Krystal Boyechko	Community Planner	Scott County Family Resource Center

Results Map

Livable: Excellent schools and educational opportunities

Safe: Children and vulnerable adults are protected and their basic needs met

Scott County Board Objective and Strategy

Children: Promote healthy child development and family resiliency by aligning resources and community partnerships directed at prevention, early intervention, and reducing the need for deep end services

Children: Promote activities that engage youth in their communities, schools, peer groups, and organizations, that build resiliency, positive relationships, and foster long-term success

Goal you are trying to accomplish

Families and caregivers, early childhood educators, childcare providers, health care providers, local government agencies, schools, and entire communities all have roles to play in ensuring healthy child development: no single entity can do it alone. As such, Scott County takes a collective impact approach to this work, focusing on coordination and shared goals among internal departments and external partners. These shared goals include:

- **A Common Agenda**
  The County shares a focus with its partners to build foundational skills for young children through collective efforts to increase access, promote family engagement, ensure equitable opportunities, and strengthen community partnerships.
- **Shared Measurement**

The County seeks to coordinate opportunities for our schools, programs, and partners to use common tools, indicators, and data practice to understand and improve children's learning and development.

- **Mutually Reinforcing Activities**

  The County has a role in convening partners to promote access to the services and interventions that make it more likely children will succeed. Literacy and academic achievement are foundational to employment opportunities that promote future productivity, self-sufficiency, and enrichment of our residents. Because of this foundational nature of education, promoting early literacy has been embedded into prevention and early intervention activities with children and families.

- **Continuous Communication**

  The County strives to maintain intentional, ongoing, two-way communication between early literacy and learning partners who support children and families.

Any Shakopee Kindergarten Enrollment During School Year

YEAR	AGE AT SCREENING					
	3		4		> 5	
	#	%	#	%	#	%
17-18	98	18.01%	143	26.29%	110	20.22%
18-19	101	20.28%	134	26.91%	95	19.08%
19-20	88	18.49%	137	28.78%	83	17.44%
20-21	86	18.30%	122	25.96%	72	15.32%
21-22	75	16.97%	101	22.85%	137	31.00%
22-23	43	10.39%	135	32.61%	120	28.99%
23-24	102	21.34%	141	29.50%	111	23.22%
24-25	111	24.56%	153	33.85%	96	21.24%
25-26	126	26.36%	156	32.64%	91	19.04%

Shakopee Public Schools: Kindergarten Screening Age

— 3 — 4 — 5+
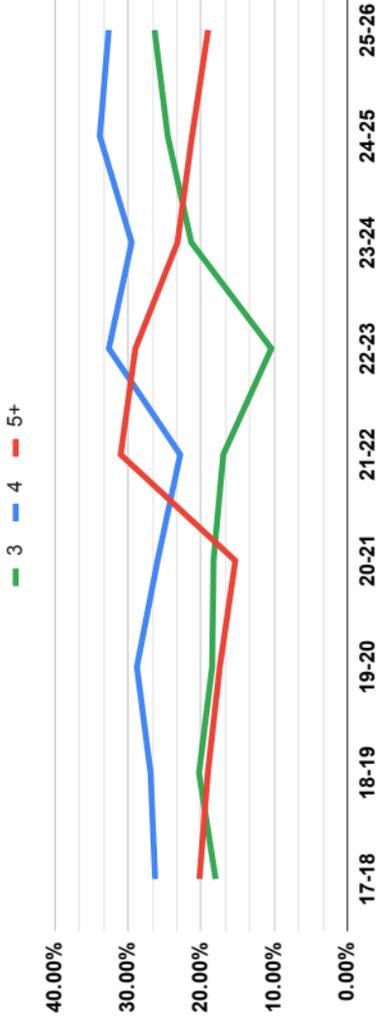
Shakopee Public Schools: Year Enrolled in Kindergarten

Shakopee Public Schools Compelling Vision

It is our moral imperative to **change**
until all of our systems measurably work for **each and every** student.

Our **focus** must be on ensuring each member of our organization
maintains **high expectations** and provides **unwavering support** for
each of our student learners.

It is our **responsibility** to make sure each and every student receives
quality core instruction and develops **agency** when it comes to their
own learning.

Shakopee Schools PreK-5 Comprehensive Literacy Framework
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, beginning in our earliest classrooms. Shakopee's PreK–5 Comprehensive Literacy Plan is to nurture and enhance the literacy development of every Shakopee learner. We are committed to the goal of the Minnesota READ Act, which ensures all children meet and exceed developmental milestones in literacy achievement, while also providing developmentally appropriate literacy support for children in all of our programs. We are dedicated to supporting multilingual learners and students receiving special education services in achieving their individualized reading goals, and building a strong foundation for lifelong learning for all.

The Minnesota Reading to Ensure Academic Development (READ) Act
Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation is to have every Minnesota child reading 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 in order to meet grade-level benchmarks.

Definition of Comprehensive Literacy
An educational system's highest purpose is to ensure all learners have equitable access to high-quality, evidence-based instruction that builds strong language and literacy knowledge and prepares them to successfully engage in meaningful learning opportunities. Literacy develops continuously from birth through adulthood and requires intentional, research-aligned instruction.

Comprehensive literacy integrates longstanding and current research, effective instructional design, and targeted interventions to develop students who can strategically read, write, speak, listen, view, and use technology to access and communicate information across content areas and contexts. At its core, a strong literacy classroom is grounded in evidence-based practices that develop reading and writing skills while strengthening critical thinking, problem solving, and communication.

Effective comprehensive literacy instruction recognizes reading as a complex process centered on comprehension, emphasizes direct and systematic instruction in foundational skills, and provides incremental support across the developmental stages of language, reading, writing, and orthography. It also includes intentional interventions for students who struggle, acknowledges the interconnected nature of reading and writing, and fosters an inclusive, culturally and linguistically responsive learning environment that promotes engagement and motivation.

The Shakopee PreK-5 Comprehensive Literacy Framework represents a critical shift toward strengthening foundational literacy by clearly defining the essential reading knowledge and skills students must develop

from birth through fifth grade. This standard emphasizes the building blocks of proficient reading through developmentally appropriate instruction, including print concepts, phonemic awareness, phonics and morphology, and fluency, which collectively prepare students to become successful readers. The significance of this shift lies in its focus on ensuring all students receive the foundational instruction necessary for long-term reading success. Instructionally, our Foundational Skills curricula, which include UFLI in grades K-2 and 95 Core Phonics in grades 3-5, reinforce the need for systematic, sequential, and intentional teaching practices that explicitly support foundational reading development and reduce gaps in early literacy learning.

Finally, comprehensive literacy relies on ongoing observation, assessment, and data analysis to identify student strengths and needs, guide instruction, and ensure all learners receive the support necessary to grow and succeed.

Shakopee's Comprehensive Literacy Framework is designed to meet the requirements of the MN READ Act through 6 critical components:
1. Scientifically research-based instructional practices
2. Knowledgeable instructional leaders
3. High quality resources
4. Expert literacy teachers
5. Adequate instructional time
6. Robust Assessment System

1. **Scientifically Research-based Instructional Practices**

Science of Reading Foundations: Birth-to-Kindergarten Programming

Developmentally appropriate practice from birth through kindergarten is foundational to the science of reading, which recognizes that literacy development begins long before formal reading instruction. Intentionally planned, uninterrupted play supports growth along developmental continuums and serves as a primary context for developing oral language, vocabulary, phonological and phonemic awareness, and background knowledge. Through responsive interactions, rich conversation, songs, rhymes, shared reading, and meaningful exploration of print, children from infancy through kindergarten build the language and sound awareness skills that are critical precursors to later decoding and comprehension.

Developmentally appropriate practice that is accessible and inclusive reflects the science of reading's emphasis on early, equitable access to strong language experiences. From birth onward, children benefit from intentional exposure to language through caregiver interactions, storytelling, and play-based learning. Inclusive practices, differentiation, and culturally and linguistically responsive strategies ensure that all children—including multilingual learners and children with diverse developmental needs—can meaningfully engage in language-rich environments that support early literacy development.

A whole-child approach aligned to Early Childhood Indicators of Progress (ECIPs) recognizes that early literacy development is inseparable from social-emotional, cognitive, physical, and executive functioning development. Skills such as attention, self-regulation, and relationship-building directly support children's ability to engage in shared reading, oral language activities, and early phonological awareness experiences. Supporting development across domains creates the conditions necessary for children to fully access and benefit from early literacy instruction grounded in the science of reading.

Ongoing observation and developmentally appropriate formative assessment provide meaningful data on children's growth in early language and literacy skills across the birth-to-kindergarten continuum, including expressive and receptive language, sound awareness, vocabulary, and print concepts. This information informs intentional planning, targeted scaffolding, and responsive instruction, ensuring teaching aligns with each child's developmental stage and supports continuous progress toward kindergarten readiness.

A shared birth-to-kindergarten framework grounded in the science of reading ensures coherence across early childhood settings while allowing flexibility in instructional delivery. This balance supports consistent, evidence-based early literacy experiences while honoring the individual developmental pathways children follow as they grow into confident, capable readers.

Guiding Principles for Shakopee's Birth to Kindergarten Literacy Programming:

1. Children learn in an integrated fashion that cuts across academic disciplines or subject areas.
2. Development and learning are dynamic processes that reflect both a child's biological characteristics and the environment.
3. All domains of child development are important; each domain both supports and is supported by the others.
4. Play promotes joyful learning that fosters self-regulation, language, cognitive and social competencies as well as content knowledge across disciplines. Play is ESSENTIAL for all children, birth through age 8.

5. Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must also be considered.
6. Children are active learners from birth.
7. Children's motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency while building on the child's assets by connecting their experiences in the learning environment to their home and community settings.
8. Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills.
9. Early childhood educators have a professional responsibility to be life-long learners who are able to foster life-long learning in children. They must also keep abreast of research developments, while also learning continuously from families and communities they serve.
10. Used responsibly and intentionally, interactive technology can be one of many valuable tools for supporting children's development and learning.

The Science of Reading
The Science of Reading is a large and growing body of interdisciplinary research that explains how the brain learns to read and which instructional practices are most effective in developing skilled readers. It is not a single program or approach, but rather a synthesis of decades of evidence from cognitive science, neuroscience, linguistics, psychology, and education.

At its core, the Science of Reading shows that reading is not a natural process like speaking and must be explicitly taught. Research consistently demonstrates that successful reading instruction includes systematic, intentional teaching of work recognition skills (particularly phonemic awareness, phonics, fluency) and the intentional teaching of language comprehension skills. It is the weaving together of these various components that leads to accurate and meaningful reading.
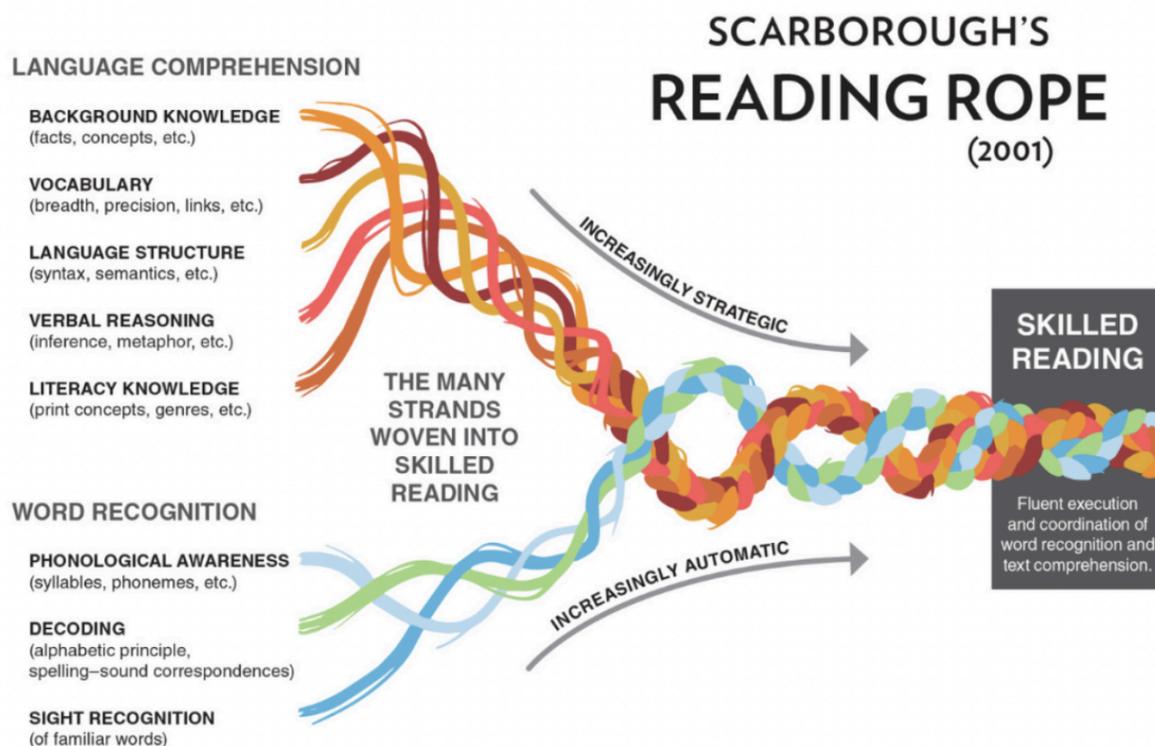
The Science of Reading also emphasizes that most students benefit from structured, sequential instruction, especially in how sounds map to letters and patterns in written language. It underscores the importance of direct instruction in decoding and word recognition, paired with rich language experiences that build background knowledge, vocabulary, and comprehension. Importantly, this research base highlights that early, evidence-based instruction can prevent many reading difficulties and that targeted, intensive intervention is critical for students who struggle.

In practice, applying the Science of Reading means grounding instructional decisions in evidence, using data to respond to student needs, and ensuring all learners—particularly those historically underserved—have access to effective, research-aligned reading instruction that leads to long-term literacy success.

Guiding Principles for Shakopee's K-5 Literacy Programming:
*Our schools are places where **ALL** students:*

1. **Are members of an inclusive, equitable community in which their identities, families, cultures, and languages are valued.**
   All students feel like they belong and actively contribute to the classroom and school culture by treating everyone with kindness and respect. They take responsibility for their own learning and support the learning of others.

2. **Learn about themselves and their world through authentic, collaborative inquiry.**
   A culture of inquiry honors and supports each student's thinking and perspective as they make meaning of text. As students experience and construct a wide variety of texts and pursue lines of

inquiry that interest and engage them as learners, their pursuits help them build knowledge and communicate their thinking across a range of disciplines in a variety of media.

3. **Believe in their own ability to acquire and use language and literacy for learning and enjoyment.**
   With the belief that they can make decisions independently and act on those decisions, students have a strong sense of agency that enhances their learning. They develop strong knowledge of the alphabetic system so they can process information accurately and fluently.

4. **Read, think about, talk about, and write about relevant content that engages their hearts and minds.**
   Every day, students spend time reading, thinking about, talking about, and writing about content that they enjoy and that has significance in their world. As students read and write about topics that matter to them, they think critically about a wide range of ideas that expand their knowledge, broaden their perspectives, nurture empathy, and deepen their commitment as global citizens of their future world.

5. **Engage with texts that are culturally relevant, reflect the diversity in our world and local community, and vary in genre, content, and perspective.**
   A rich and varied text base is the foundation for a multitext approach to literacy learning.They make connections across texts, to their own selves, and to the world. Students think critically about texts and learn to question aspects of the craft as well as accuracy and authenticity.

*Our schools are places where **ALL** literacy educators:*

6. **Are members of a community with a strong belief that their work can transform children's lives through literacy.**
   Educators view themselves as members of a collaborative and innovative professional community with common expectations for themselves, their colleagues, and their students. They support each other as learners and believe that the success of students is dependent on the work they do together. They value a culture of clarity, transparency, respect, innovation, and collegiality, with strong literacy outcomes for every student as a shared goal.

7. **Work as a team to take collective responsibility for the high achievement of each student in a widely diverse population.**
   With common understandings and language, educators work collaboratively to ensure coherence and positive student outcomes across the learning experiences in the school. They engage families and guardians and the community as valued partners in each child's literacy journey.

8. **Implement a set of explicit, evidence-based instructional practices in whole-class, small-group, and individual contexts to assure coherence within and across grade levels**.
   Students read, think about, talk about, and write about texts across many different instructional contexts that take place with their whole class, in small groups, and as individuals. Each instructional context is reciprocally connected to the others, improving student outcomes and creating equitable literacy opportunities for every child in the school.

9. **Make sound instructional decisions based on evidence gained from systematic observation and ongoing assessment data.**
   Teachers notice and build on children's strengths. Teachers observe and assess the effects of their teaching on student learning moment by moment, day by day, and week by week across the school year and use the evidence to continually inform their instructional decisions. As a school team, educators review data to identify patterns and to consider the collective impact of their work on student outcomes.

10. **Demonstrate a commitment to their own professional learning and to supporting the learning of their colleague.**
    All educators commit to continued growth in their expertise. Through ongoing, sustainable professional learning, educators refine their craft, increase their cultural awareness, and strengthen their instructional decision-making. They reflect upon their understandings and perspectives, and they challenge one another's thinking to promote positive, equitable outcomes for all students. The expansion of professional capacity through fostering teacher leadership, implementation coaching, and PLC teamwork within the school directly enhances the instructional excellence provided to each student.

Adapted from Fountas and Pinnell <u>Leading for Literacy,</u> 2022

2. Knowledgeable Instructional Leaders

Being a knowledgeable instructional leader in relation to the Science of Reading means understanding the research behind how students learn to read and using that knowledge to guide instructional decisions, support educators, and improve student outcomes at a systems level. It goes beyond familiarity with terminology and requires the ability to translate research into effective classroom practice.

A knowledgeable instructional leader understands that reading is not a natural process and that most students require explicit, systematic, and sequential instruction in foundational skills. This includes a clear grasp of the components of skilled reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—and how these components develop and interact across ages and grade levels. Leaders are able to distinguish between evidence-based practices and approaches that lack research support, particularly when evaluating curriculum, interventions, and instructional materials.

A knowledgeable instructional leader balances support and accountability by setting clear expectations, observing classrooms through a Science of Reading lens, and recognizing effective practices such as explicit modeling, structured practice, cumulative review, and scaffolding. They use data to identify instructional strengths and gaps, guide timely interventions, and support teachers in adjusting practice to meet student needs. By providing actionable feedback, resources, coaching, and professional learning, these leaders ensure coherence across classrooms, monitor implementation and student outcomes, and foster a culture of continuous improvement rather than compliance.

Strategic use of time is another critical leadership competency. Knowledgeable instructional leaders schedule intentionally to protect literacy instruction, intervention, and collaborative planning time. They ensure structures are in place for ongoing data review, targeted support, and responsive instruction, recognizing that strong literacy outcomes depend on both instructional quality and organizational design.

Finally, a knowledgeable instructional leader advocates for equitable access to high-quality reading instruction. These leaders understand that people matter. They hire and retain expert literacy teachers, prioritizing deep content knowledge, skillful instruction, and a commitment to evidence-based practice. They build strong instructional teams and align systems, schedules, and expectations to the Science of Reading. Knowledgeable instructional leaders create the conditions necessary for all students to become successful readers.They invest in professional learning, foster collaborative reflection, and lead change with clarity and purpose. By grounding decisions in research and maintaining a focus on implementation, they create the conditions for sustained improvement in literacy outcomes for all students.

Shakopee leaders, including building principals, teacher leaders, and district leaders, engage in ongoing, coordinated training to ensure effective implementation of the district's comprehensive literacy framework. Through collective walkthroughs, leaders observe literacy instruction across classrooms to develop a shared understanding of effective practices aligned to the science of reading. These walkthroughs are paired with intentional data collection to analyze trends in implementation, instructional strengths, and areas for growth. Leaders use these data to collaboratively plan site-based professional learning that is responsive to identified needs and grounded in evidence-based literacy practices. In addition, district and building leaders intentionally design differentiated supports—such as coaching, modeling, and targeted professional development—to ensure educators are well-equipped to implement high-quality instruction aligned to the science of reading with fidelity and impact.

3. **High Quality Resources**

High-quality resources for literacy instruction are materials and tools that intentionally support all students in developing the knowledge and skills necessary for proficient reading, writing, speaking, and listening. These resources are designed to translate research into effective classroom practice while honoring the diverse backgrounds and needs of learners.

High-quality literacy resources are research-based, grounded in the Science of Reading and aligned with evidence on how students learn to read and write. They reflect proven instructional practices, including explicit teaching, systematic progression, cumulative review, and meaningful opportunities for application. Instructional decisions supported by these resources are informed by data and focused on improving student outcomes.

They are also developmentally sequenced, providing a clear and intentional progression of skills from simple to more complex across grade levels. This sequencing ensures that foundational skills are built and reinforced over time, addressing unfinished learning while supporting students' cognitive and linguistic development at each stage.

In addition, high-quality resources address the essential components of literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. These components are integrated in ways that reflect how literacy skills develop and interact, rather than taught in isolation.

Finally, high-quality literacy resources are culturally relevant and inclusive. They reflect diverse identities, experiences, and perspectives, affirm students' backgrounds, and provide access to meaningful texts and learning experiences. By combining research-based design with developmental appropriateness, comprehensive literacy coverage, and cultural responsiveness, high-quality resources ensure equitable access to effective literacy instruction for all learners.

Shakopee uses a variety of high-quality instructional resources within its multi-tiered system of supports to develop students' literacy skills. These resources are intentionally aligned with the state's curriculum review process and were selected using criteria provided by the Minnesota Department of Education (MDE), ensuring strong alignment to research-based practices, grade-level standards, and the needs of all learners.

Pearson Early Learning Center
Pearson preschool programming implements the Creative Curriculum for Preschool. Creative Curriculum for Preschool (Creative Classroom) aligns strongly with the science of reading by intentionally building the foundational language and literacy skills that research identifies as critical for later reading success. Through explicit and systematic attention to oral language, phonological awareness, vocabulary development, and early print concepts, the curriculum supports how young children's brains develop language and literacy. Rich read-alouds, purposeful play, structured routines, and repeated exposure to language allow children to develop the skills that serve as precursors to decoding and comprehension in later grades.

Creative Classroom also ensures coherence and alignment across preschool programs, regardless of how much time a child spends in preschool. Whether children attend full-day or part-day programs, the curriculum provides a consistent scope and sequence, shared instructional practices, and common language experiences. This alignment ensures equitable access to high-quality instruction and reduces

variability in learning experiences, allowing all children to build literacy foundations in a developmentally appropriate and intentional way.

Formative, in-the-moment assessment is embedded throughout the day, allowing educators to observe literacy development in authentic contexts. Teachers gather evidence of learning during play, small-group instruction, read-alouds, and daily routines, capturing how children apply language and literacy skills in real time. These ongoing observations support responsive instruction, enabling teachers to adjust support, scaffold learning, and extend children's thinking based on immediate evidence of development.

Creative Classroom is also aligned to Teaching Strategies GOLD (TS GOLD), providing a seamless connection between curriculum, instruction, and assessment. Learning objectives, instructional experiences, and observational opportunities directly map to TS GOLD indicators, allowing teachers to efficiently document progress and monitor growth over time. This alignment ensures that assessment practices are purposeful, developmentally appropriate, and integrated into daily instruction, supporting informed decision-making and continuous improvement in early literacy outcomes.

Tier I Foundational Skills grades K-2: UFLI
UFLI is a Tier I foundational skills curriculum used in grades K-2. It is a high-quality resource for teaching foundational skills that tightly aligns to the Science of Reading and reflects what research tells us about how students learn to read. Its design supports teachers in delivering explicit, systematic, and sequential instruction, which is essential for developing accurate and automatic word reading.

UFLI provides clear scope and sequence for foundational skills, ensuring instruction progresses logically from simpler to more complex concepts. Skills such as phonemic awareness, phonics, morphology, and high-frequency words are introduced intentionally and revisited through cumulative review. This structure reduces instructional gaps and supports strong transfer of learning.

UFLI emphasizes explicit instruction and teacher modeling. Lessons are designed to clearly show teachers what to say and do, while also prompting frequent opportunities for students to respond. This high rate of student engagement supports mastery and allows teachers to quickly check for understanding and adjust instruction as needed.

UFLI also integrates continuous practice and application. Students apply skills through encoding (spelling), decoding (reading), and connected text, reinforcing the reciprocal relationship between reading and writing. This repeated, varied practice supports fluency and long-term retention of skills.

UFLI supports instructional decision-making by making student errors visible. Its routines and materials allow teachers to quickly identify misconceptions and respond with targeted feedback or reteaching. Because UFLI is grounded in research, supports consistency across classrooms, and is accessible for teachers to implement with fidelity, it is a strong, high-quality resource for foundational literacy instruction.

Tier I Foundational Skills grades 3-5: 95 Core Phonics
95 Core Phonics is a high-quality resource for teaching foundational skills in grades 3–5 because it is intentionally designed to address the unfinished learning many older students experience while remaining aligned to the Science of Reading. It recognizes that foundational skills continue to matter beyond the

primary grades and provides developmentally appropriate, evidence-based instruction to close decoding gaps that interfere with comprehension.

95 Core Phonics delivers explicit, systematic, and cumulative instruction in advanced phonics and word study skills, including multisyllabic word reading, morphology, syllable types, and complex spelling patterns. The scope and sequence are carefully structured to move from simple to more complex concepts, ensuring students build automaticity and accuracy without skipping critical steps.

The program emphasizes direct instruction paired with frequent, guided practice. Teachers model skills clearly, students practice through reading and spelling tasks, and concepts are reinforced across lessons. This approach supports older learners by making expectations transparent and allowing repeated opportunities to apply skills in meaningful ways.

95 Core Phonics integrates reading and writing as reciprocal processes. Students decode and encode words, read connected text, and apply word analysis strategies that support both fluency and comprehension. This is particularly important in grades 3–5, where students must read increasingly complex academic text and weak decoding can limit access to content.

95 Core Phonics supports efficient instruction and instructional decision-making. Its routines make student thinking visible, enabling teachers to identify specific skill gaps and respond with targeted instruction. Because it is research-aligned, structured for consistency, and respectful of older students' needs, 95 Core Phonics is a strong, high-quality resource for strengthening foundational reading skills in the intermediate grades.

Tier I Language Comprehension grades K-5: Arts & Letters
Arts & Letters is a high-quality literacy resource that supports instruction aligned to the Science of Reading because it intentionally builds students' language, knowledge, and comprehension—the components of reading that must develop alongside strong foundational skills. While decoding instruction teaches students how to read words, Arts & Letters strengthens students' ability to understand, discuss, and write about complex text, which research shows is essential for long-term reading success.

Arts & Letters is grounded in research on language comprehension and knowledge-building. The curriculum systematically develops vocabulary, syntax, background knowledge, and oral language through rich, content-driven texts. This aligns with the Science of Reading, which emphasizes that comprehension depends not only on decoding accuracy but also on students' language knowledge and conceptual understanding.

Arts & Letters provides coherent, developmentally sequenced instruction. Units are intentionally organized to build knowledge over time, allowing students to revisit concepts and vocabulary across texts and tasks. This sequencing supports cognitive load, deepens understanding, and helps students make connections—key conditions for comprehension and retention.

The resource emphasizes explicit instruction and structured discourse. Teachers are supported in modeling thinking, guiding discussion, and scaffolding student responses through purposeful questioning and writing

tasks. These routines strengthen speaking, listening, reading, and writing in an integrated way, reinforcing how literacy skills develop together.

Arts & Letters supports equitable and culturally responsive instruction. Texts and topics are selected to reflect diverse perspectives and experiences while maintaining rigor and relevance. By intentionally building language, vocabulary, and knowledge through meaningful content, Arts & Letters complements foundational skills instruction and plays a critical role in a comprehensive, Science of Reading–aligned literacy system.

4. Expert Literacy Teachers

Effective professional development in evidence-based reading instruction is essential when creating system-wide improvements in literacy instruction. The training must ensure that educators stay current with the evolving science of reading research and structured literacy practices, emphasizing systematic and explicit instruction. Through this, teachers refine their skills and deepen their understanding of literacy development, directly improving students' foundational reading skills, reading comprehension, vocabulary, and writing. When professional development is consistent across a school or district, it leads to aligned instructional practices, creating a cohesive and effective literacy program, ultimately empowering educators and driving systemic improvement.

Shakopee has a multifaceted professional development plan for literacy instruction that integrates research-based instruction, instructional coaching, and reflective practice to support educators in improving student outcomes. In addition to the professional development opportunities offered by the READ Act, staff engage with evidence-based strategies that align with the Science of Reading, allowing them to deepen their knowledge of foundational and advanced literacy skills. Through instructional coaching, educators receive individualized guidance, feedback, and support to implement practices with fidelity in their classrooms. Reflective practice encourages participants to analyze their teaching, evaluate student data, and adjust instruction to meet diverse learner needs. By combining these components, the plan ensures that all educators are equipped to provide equitable, high-quality literacy instruction, fostering success for every student across content areas and grade levels.

Two MDE approved professional development training programs are being used in Shakopee for all licensed E-5 general education teachers, special education teachers, and English Language Development teachers. These include:
- Language Essentials for Teachers of Reading and Spelling (<u>LETRS</u>) for Early Childhood Educators at Pearson Early Learning Center, which is estimated to take 35 hours of individual study + 12 hours of virtual training. The program focuses on equipping Pre-K to Kindergarten teachers with the foundational knowledge and practical strategies for teaching early literacy, covering crucial areas like oral language, phonological awareness, print knowledge, and early writing, all grounded in the Science of Reading to build strong reading readiness skills. It teaches educators about language structure, phonics, and how to create print-rich environments, helping them understand the "why" and "how" of teaching reading to young learners.
- Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE) for all K-5 General Education, K-12 Special Education, and K-12 English Language Development

Teachers, & K-12 Reading Intervention Teachers, which is estimated to take 50 hours for participants to complete. The program is an asynchronous course that personalizes professional learning for literacy by integrating cutting-edge reading science with techniques tailored to a wide range of students, including those with diverse language backgrounds like Multilingual Learners, English language variety speakers, and students with dyslexia.

To date, Shakopee has trained, or is training, all Pearson staff in LETRS for Early Childhood Educators, with 36 staff completed during the 2024-2025 school year and a cohort of 6 new Pearson staff scheduled to complete training by June 1, 2026.

To date, Shakopee has trained, or is training, all K-5 licensed staff in CORE training, with 178 licensed K-5 staff completed during the 2023-2025 school years and 61 teachers scheduled to complete training by June 1, 2026.

Additionally, instructional support staff with the responsibility for teaching reading on evidence-based instruction will participate in evidence-based training. Two programs are being used in Shakopee for all instructional support staff:
- Paraprofessional Structured Literacy Training (PSLT) for all K-12 support staff
- Cox Campus for Pre-K for all Pearson support staff

Shakopee will continue to train and support all new hires that haven't previously completed READ Act training in the years to come.

5. **Adequate Instructional Time**

Shakopee Schools implements a Multi-Tiered System of Supports (MTSS) model of instruction. MTSS is a framework for delivering high-quality, differentiated instruction that meets the needs of all students through a tiered approach. It integrates academic and behavioral support within a system of continuous assessment and data-based decision making. The goal is to ensure every student receives the right level of instruction and intervention at the right time to maximize learning and growth.

Key features of an MTSS model include:
1. Tiered Instruction
    ○ Tier 1: High-quality, evidence-based core instruction provided to all students in the general education classroom.
    ○ Tier 2: Targeted small-group interventions for students who need additional support beyond core instruction.
    ○ Tier 3: Intensive, individualized interventions for students with significant or persistent learning needs.
2. Data-Driven Decision Making
    ○ Frequent progress monitoring helps educators identify students who are struggling, evaluate the effectiveness of interventions, and adjust instruction as needed.
3. Integration of Academic and Behavioral Supports
    ○ MTSS can address both literacy, math, or other academic needs and social-emotional or behavioral challenges to ensure holistic student growth.
4. Focus on Equity
    ○ The framework ensures that all students, including multilingual learners and students with disabilities, have access to supports that meet their specific needs.

In our Shakopee MTSS literacy model, providing adequate instructional time is critical to meeting the diverse needs of all students. A balanced schedule ensures that every learner receives a strong foundation in both language comprehension and foundational reading skills. K-5 students begin with 60 minutes of Tier I core language comprehension instruction using *Arts & Letters*, engaging with rich texts and building vocabulary, background knowledge, and critical thinking skills. This is followed by 30 minutes of foundational skills instruction with *UFLI* in grades K-2 and *95 Core Phonics* in grades 3-5, targeting phonemic awareness, phonics, decoding, and word study in a systematic, research-based sequence. Finally, students participate in 30 minutes of "What I Need" time, providing Tier II and Tier III interventions tailored to individual learning needs. This structure ensures that instruction is intentional, differentiated, and responsive, maximizing opportunities for all students to become proficient, confident readers.

6. Robust Assessment System

A robust assessment system in literacy is a coordinated, multi-layered approach designed to identify student needs, guide instruction, monitor progress, and ensure all learners achieve literacy success. It combines universal screening, diagnostic assessments, classroom-based assessments aligned to grade-level expectations, progress monitoring, and systems for tracking growth over time. The system also includes tools to screen for characteristics of dyslexia, ensuring timely and targeted support.

Pearson Early Learning Center's Literacy Assessment System

The assessment system used in our preschool programming at Pearson is Teaching Strategies GOLD (TS GOLD). This robust assessment system provides a comprehensive and powerful framework for understanding and supporting young children's development and learning. TS GOLD allows educators to systematically observe and document children's progress across multiple domains, including literacy, language, mathematics, social-emotional, and physical development. Its strength lies in capturing authentic, developmentally appropriate evidence of learning in real-time, providing a rich picture of what children know, can do, and are ready to learn next.

TS GOLD is fully aligned to state early learning standards, ensuring that assessment data are meaningful not only at the classroom level but also for district and state reporting. By connecting observations and documented skills to recognized developmental indicators, educators can ensure that instruction is purposeful, standards-aligned, and designed to help every child reach key milestones. This alignment also supports continuity across classrooms and grade levels, fostering a consistent approach to early learning outcomes.

The system is highly actionable, informing instruction at multiple levels. Whole-class trends identified through TS GOLD data help guide the planning of lessons that address common needs and opportunities for growth. At the small-group level, data allow educators to target instruction for groups of children with similar skills or developmental goals, providing focused practice and scaffolding where it is most needed. For individualized instruction, TS GOLD provides detailed evidence to tailor learning experiences, set personalized goals, and monitor progress, ensuring that each child receives support appropriate to their current stage of development.

By integrating ongoing observation, data collection, and analysis, TS GOLD empowers educators to make informed, intentional decisions about instruction. Its combination of authentic assessment, standards alignment, and actionable insights makes it a cornerstone of effective early childhood education, helping teachers create responsive learning environments where all children can thrive.

Shakopee's K-5 Literacy Assessment System

Universal screening is conducted for all students three times per year to quickly identify those who may be at risk for reading difficulties. Using research-based screeners, educators can efficiently flag students who require additional evaluation or instructional support. Diagnostic assessments then provide deeper insight into specific literacy skill areas, including phonemic awareness, decoding, fluency, vocabulary, and comprehension, as well as indicators commonly associated with dyslexia. These data clarify the underlying causes of reading challenges and inform precise instructional planning.

Classroom-based assessments are embedded in daily instruction and are designed to monitor student progress toward grade-level benchmarks using authentic reading and writing tasks. These may include oral reading, written responses, spelling and encoding tasks, comprehension checks, and application of skills in connected text. Because these assessments are closely aligned to curriculum and instruction, they provide timely, actionable evidence of how well students are applying taught skills and standards in real instructional contexts.

Progress monitoring occurs at regular intervals during core instruction and intervention to track growth, evaluate instructional effectiveness, and guide adjustments. When combined with classroom assessment data, progress monitoring ensures that both skill acquisition and application are improving as expected. A system for tracking growth over time allows schools to visualize student learning trajectories, examine equity across groups, and evaluate the impact of instructional programs and interventions.

Together, universal screening, diagnostic assessments, classroom-based assessments, and progress monitoring form a cohesive, data-driven cycle: screen to identify risk, diagnose specific needs, teach with intention, assess learning in authentic contexts, and monitor outcomes to ensure continuous improvement. This comprehensive approach is essential for delivering high-quality, responsive literacy instruction that supports all learners in achieving long-term reading and writing success.

Shakopee Schools K-5 Literacy Screening Plan

Grades K-3			
Grade/Screening Tool	**Reading Components Assessed**	**Assessment Type**	**Frequency of Assessment**
Kindergarten: Fastbridge Early Reading	Oral Language Phonological Awareness Phonics Fluency	Universal Screening Diagnostic Screening Dyslexia Screening	3x/year Fall, Winter, Spring
First Grade: Fastbridge Early Reading aReading CBMReading	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening Diagnostic Screening Dyslexia Screening	3x/year Fall, Winter, Spring
Second Grade: Fastbridge aReading CBMReading	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening Diagnostic Screening Dyslexia Screening	3x/year Fall, Winter, Spring
Third Grade:	Oral Language	Universal Screening	3x/year

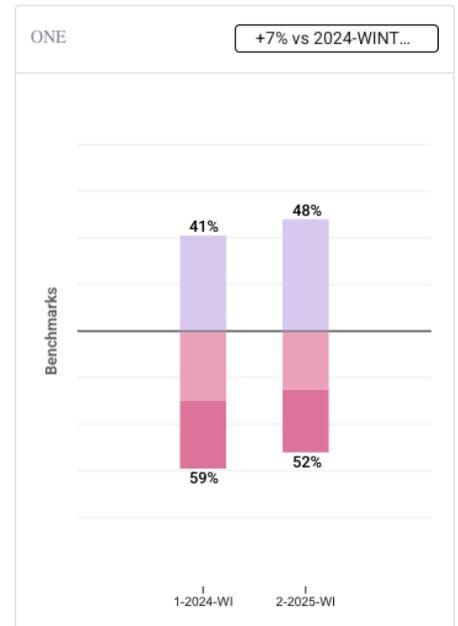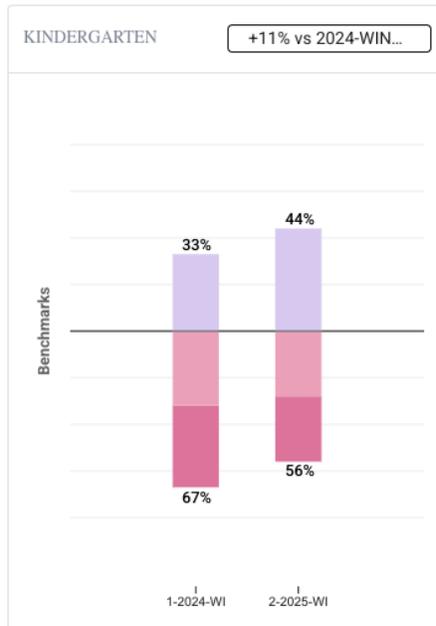| Grades K-3			
Fastbridge aReading CBMReading	Phonological Awareness Phonics Fluency Vocabulary Comprehension	Diagnostic Screening Dyslexia Screening	Fall, Winter, Spring
Fourth & Fifth Grade: Fastbridge aReading CBMReading autoReading Capti ReadBasix	Phonics Fluency Vocabulary Comprehension	Universal Screening Diagnostic Screening Dyslexia Screening	Up to 3x/year Fall, Winter, Spring

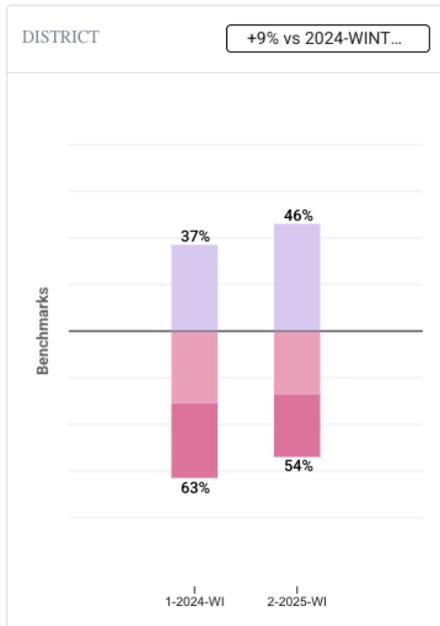**Parent Notification and Involvement**

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.

Preliminary Data: FastBridge Early Reading K-1 Winter 2025 to Winter 2026 Comparison Data

Percentage Of Students By Benchmark:

DISTRICT	+9% vs 2024-WINT...
KINDERGARTEN	+11% vs 2024-WIN...
ONE	+7% vs 2024-WINT...

DISTRICT:
- 1-2024-WI: 37% / 63%
- 2-2025-WI: 46% / 54%

KINDERGARTEN:
- 1-2024-WI: 33% / 67%
- 2-2025-WI: 44% / 56%

ONE:
- 1-2024-WI: 41% / 59%
- 2-2025-WI: 48% / 52%

FastBridge CBMReading grades 2-3 Winter 2025 to Winter 2026 comparison data

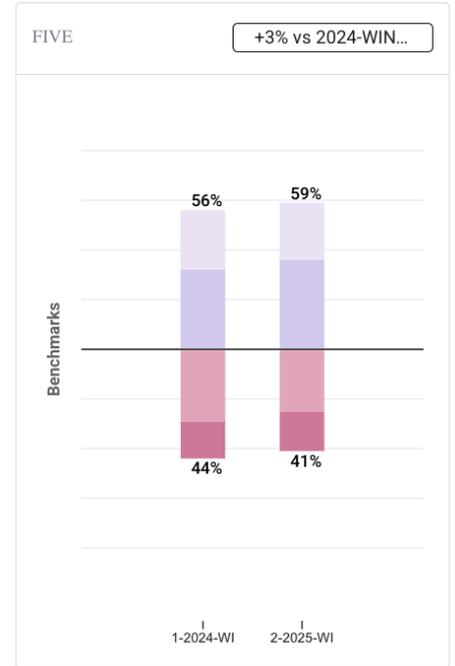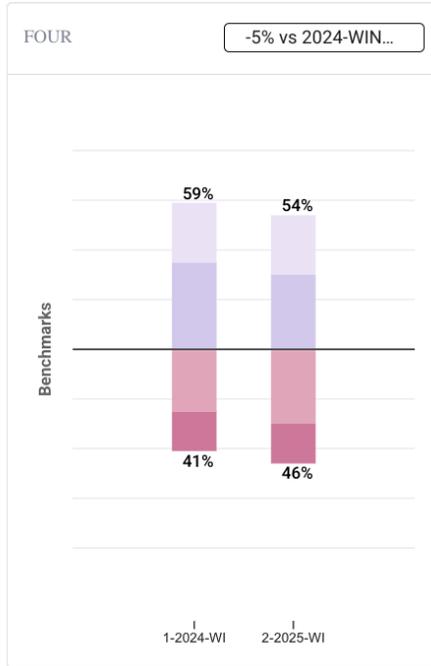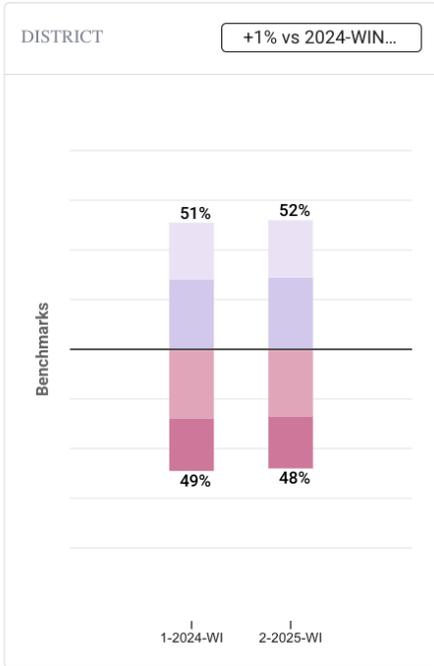Percentage Of Students By Benchmark:

FastBridge AUTOreading grades 4-5 Winter 2025 to Winter 2026 comparison data
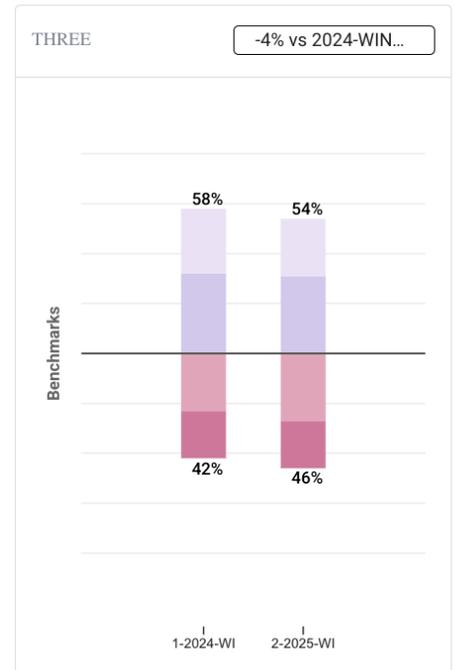
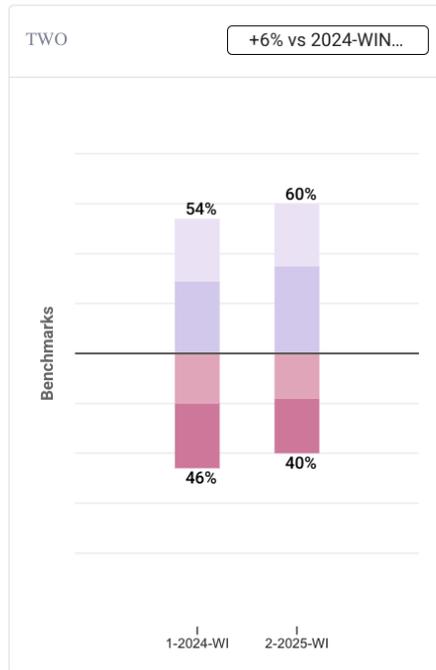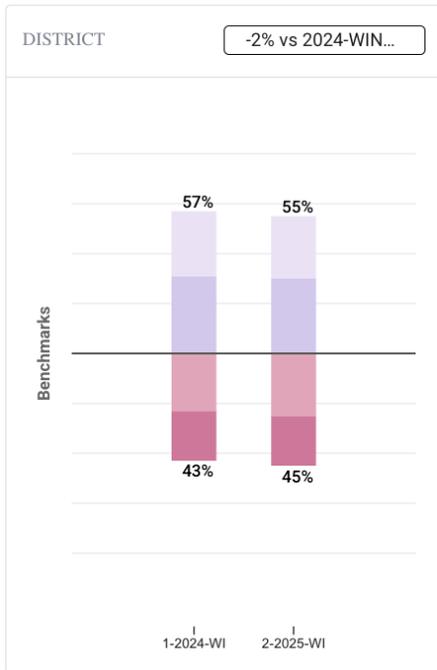Percentage Of Students By Benchmark:

FastBridge CBMReading grades 4-5 Winter 2025 to Winter 2026 comparison data

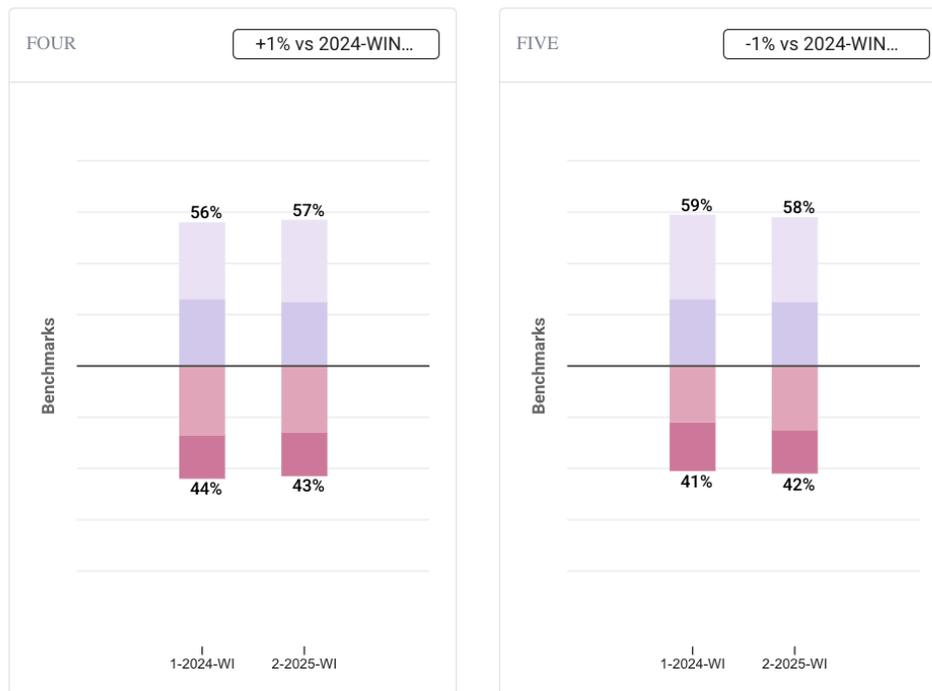### Percentage Of Students By Benchmark:

FastBridge aReading grades 2-5 Winter 2025 to Winter 2026 comparison data

Percentage Of Students By Benchmark:

FastBridge aReading grades 2-5 Winter 2025 to Winter 2026 comparison data

Action Planning for Continuous Improvement.

Shakopee Public Schools' literacy goals, as documented in our Local Literacy Plan, include:

- 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.

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 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: Implement evidence-based instructional materials with teams across the district. The implementation 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.

Action #4: Strengthen family and community partnerships to support literacy development. This will include:
- Increased collaboration with Scott County Library in support of our Comprehensive Literacy Framework
  - Plan and host joint literacy events, storytimes, and reading programs for families
  - Share library resources and programs with teachers, students, and families
- Raise awareness of the importance of early childhood literacy screening
  - Develop and distribute informational materials to families and community partners
  - Host workshops or webinars on how early screening supports long-term literacy success
- Promote the love and joy of reading for families in the community, beginning at birth
  - Organize family reading nights, book giveaways, or literacy challenges
  - Share tips and resources for engaging in reading at home through newsletters, social media, and school-community events
- Track engagement and impact
  - Collect participation data from events and programs
  - Gather family feedback to refine and improve literacy initiatives

We strive to ensure every child, every day, in every classroom experiences the joy of being part of an inclusive, equitable classroom community in which literacy learning is relevant and meaningful and the unique perspectives, experiences, and knowledge of each child are valued.

GET TO KNOW SHAKOPEE'S COMPREHENSIVE LITERACY FRAMEWORK

Just as a strong foundation is crucial for any structure, robust literacy skills are essential for our students' success. Shakopee Public Schools is on an exciting journey to **deepen our commitment to literacy**.

Following the insights gained from our Comprehensive Literacy Framework, we are now exploring the Science of Reading with a new, dynamic literacy curriculum. The elementary team invites families to join the Shakopee Literacy Adventures and deepen your connection to our high-quality resources and methodology!

Shako Literacy Adventures

Scientifically Research Based

Instruction is clear and provided in a step-by-step approach to focus on helping student **hear** and **use sounds** in words, **sound out** words, **read smoothly**, learn **new words** and **understand** what they read.

Expert Literacy Teachers

Shakopee teachers use evidence-based practices, commit to ongoing professional learning and understand literacy development to **support each and every student.**

Dedicated Time & Student Support

Thirty minutes is carved into every day, in every classroom, to ensure there is a **consistent focus on essential foundational literacy skills**.

Robust Assessments

Shakopee assessments include universal **screening**, diagnostic **assessments,** progress **monitoring** and tracking students' **growth**.

High Quality Resources

The literacy resources provided to Shakopee students and teachers are thoughtfully designed to connect with students' experiences, are grounded in research and address key literacy skills. **Below, families can find two resources that are aligned across all K-5 elementary schools in Shakopee.**

UFLI Foundations

This **K-2 program** is a systematic and explicit phonics program designed to help young children develop phonemic awareness, letter-sound relationships, decoding and fluency. It includes ongoing assessments and supports to meet individual needs.

95 Percent Group

This **3-5 program** builds on the concepts in UFLI, using explicit, systematic and cumulative phonics instruction focused on word attack strategies, multi-syllable work and morphological structures.

Be an active part of your child's literacy journey! Families can stay informed through their school's monthly e-newsletter, take-home resources and by following upcoming events shared on Facebook, Instagram, YouTube and X. Look for the 'Shako Kids Read' icon for focused tips and materials!

Shako Kids Read

SHAKOPEE PUBLIC SCHOOLS EDUCATION FORWARD

CONOZCA EL MARCO INTEGRAL DE ALFABETIZACIÓN DE SHAKOPEE

Así como una base firme es fundamental para cualquier edificación, unas robustas habilidades de lectoescritura son imprescindibles para el éxito de nuestros estudiantes. Las Escuelas Públicas de Shakopee se encuentran en un emocionante trayecto para fortalecer su compromiso con la lectoescritura.

Siguiendo los conocimientos obtenidos a través de nuestro Marco Integral de Lectoescritura, ahora nos adentramos en la Ciencia de la Lectura con un currículo de lectoescritura nuevo y dinámico. El equipo de educación primaria invita a las familias a participar en las Aventuras de Lectoescritura de Shakopee y a fortalecer su conexión con nuestros recursos y metodología de alta calidad.

Shako Literacy Adventures

Fundamentado en estudios científicos

La directriz es precisa y se presenta de manera secuencial para enfocarse en asistir a los estudiantes en la escucha y utilización de los sonidos en las palabras, la pronunciación de las palabras, la lectura fluida, la adquisición de vocabulario nuevo y la comprensión de lo que leen.

Educadores especializados en alfabetización

Los educadores de Shakopee emplean métodos fundamentados en evidencia, se dedican al aprendizaje profesional constante y comprenden el desarrollo de la alfabetización para respaldar a todos y cada uno de los alumnos.

Tiempo invertido y asistencia al estudiante

Se destinan treinta minutos cada día, en cada aula, para asegurar que haya un enfoque continuo en las habilidades de alfabetización fundamentales esenciales.

Evaluaciones sólidas

Las evaluaciones de Shakopee abarcan la detección universal, evaluaciones diagnósticas, el monitoreo del progreso y el seguimiento del crecimiento de los estudiantes.

Recursos de excelente calidad

Los recursos de lectoescritura disponibles para estudiantes y docentes de Shakopee han sido meticulosamente elaborados para relacionarse con las vivencias de los estudiantes, fundamentándose en investigaciones y enfocándose en habilidades esenciales de lectoescritura. A continuación, las familias pueden descubrir dos recursos que son aplicables a todas las escuelas primarias de K-5 de Shakopee.

UFLI Foundations

Este programa de K-2 es un enfoque fonético sistemático y explícito, creado para asistir a los niños pequeños en el desarrollo de la conciencia fonémica, la conexión entre letras y sonidos, la decodificación y la fluidez. Incluye evaluaciones y apoyo continuo para atender las necesidades individuales.

95 Percent Group

Este programa para niños de 3 a 5 años se fundamenta en los principios de UFLI, aplicando una enseñanza fonética explícita, sistemática y acumulativa, enfocada en estrategias de ataque de palabras, el trabajo con múltiples sílabas y las estructuras morfológicas.

¡Involúcrese de manera activa en el proceso de alfabetización de su hijo/a! Las familias pueden estar al tanto a través del boletín electrónico mensual de la escuela, los recursos para llevar a casa y siguiendo los próximos eventos en Facebook, Instagram, YouTube y X. ¡Busque el ícono de "Shako Kids Read" para acceder a consejos y materiales específicos!

Shako Kids Read

1200 Plaza de Shakopee, Shakopee, MN, 55379   *Este documento fue traducido automáticamente por el software del distrito y puede tener pequeñas imprecisiones.*

SHAKOPEE PUBLIC SCHOOLS EDUCATION FORWARD

BARO QAAB-DHISMEEDKA WAXBARASHO EE DHAMEYSTIRAN EE SHAKOPEE

Sida aasaaska adag uu muhiim ugu yahay qaab-dhismeed kasta, xirfadaha akhris-qoraalka adag ayaa muhiim u ah guusha ardaydeena. Dugsiyada Dadweynaha Shakopee waxay ku jiraan safar xiiso leh si ay u sii qoto dheereeyaan sida ay nooga go'an tahay akhris-qoraalka.

Iyadoo la raacayo fikradihii laga helay Qaab-dhismeedka Wax-akhris-aqooneed ee Dhamaystiran, waxaan hadda ku sahaminaynaa Sayniska Wax-akhriska annagoo adeegsanayna manhaj cusub oo firfircoon oo wax-akhris. Kooxda dugsiga hoose waxay ku martiqaadaan qoysaska inay ku biiraan Shakopee Adventures Literacy si ay u xoojiyaan xidhiidhkaaga ilaha tayada sare leh iyo habkayaga!

Shako Literacy Adventures

Cilmi-baaris ku saleysan

Tilmaantu waa caddahay waxaana lagu bixiyaa hab tallaabo-tallaabo ah oo diiradda lagu saarayo ka caawinta ardayga inuu maqlo oo isticmaalo dhawaaqyada erayada, ku dhawaaqida erayada, akhrinta si habsami leh, barashada erayo cusub iyo fahamka waxa uu akhriyo.

Macalimiinta Akhriska iyo Qoraalka

Macallimiinta Shakopee waxay isticmaalaan dhaqamada caddaynta ku salaysan, waxayna u heellan yihiin barashada xirfadeed ee joogtada ah, sidoo kale waxay fahmaan horumarka akhris-qoraalka si ay u taageeraan arday kasta.

Waqtiga Go'an & Taageerada Ardayga

Soddon daqiiqo ayaa lagu xardhay maalin kasta, fasal kasta, si loo xaqiijiyo in la helo diirad joogto ah oo ku saabsan xirfadaha aasaasiga ah ee akhris-qoraalka.

Qiimayn Adag

Qiimaynta Shakopee waxay ka kooban tahay baaritaanka caalamiga ah, qiimaynta aqoonsiga, la socodka horumarka, iyo la socodka koritaanka ardayda.

Khayraadka Tayada Sare

Ilaha wax-akhris ee la siiyo ardayda iyo macalimiinta Shakopee waxaa si taxaddar leh loogu diyaariyey in lagu xiro waaya-aragnimada ardayda, waxayna ku salaysan yihiin cilmi-baadhis iyo horumarinta xirfadaha muhiimka ah ee wax-akhris. Hoosta, qoysasku waxay heli karaan laba ilo oo iswaafaqsan dhammaan dugsiyada hoose ee K-5 ee Shakopee.

UFLI Foundations

Barnaamijkan K-2 waa barnaamij habaysan oo cad oo loogu talagalay in lagu caawiyo carruurta yaryar sidii ay u horumarin lahaayeen wacyiga dhawaaqa, xidhiidhadha dhawaaq-xarafka, codaynta iyo faseexnimada. Waxa ku jira qiimayno socda iyo taageerooyin si loo daboolo baahiyaha gaarka ah.

95 Percent Group

Barnaamijkan 3-5 wuxuu ku saleysan yahay fikradaha UFLI, iyadoo la adeegsanayo tilmaamo toos ah, nidaamsan oo isku dhafan iyo tilmaamo dhawaaqeed oo diiradda saaraya xeeladaha weerarka erayada, shaqada dhawaaqyada badan iyo qaab-dhismeedka qaab-dhismeedka.

Noqo qayb firfircoon oo ka mid ah safarka akhris-qoris ee ilmahaaga! Qoysasku waxa ay la socon karaan warsidaha elektrooniga ah ee bilaha ah ee dugsigooda, agabka guriga iyo iyaga oo raacaya dhacdooyinka soo socda ee lagu wadaago Facebook, Instagram, YouTube iyo X. Ka raadi astaanta 'Shako Kids Read' talooyin iyo agab diiradda la saaray!

Shako Kids Read

1200 Shakopee Town Square, Shakopee MN, 55379   *Dukumeentigan waxaa si toos ah u turjumay software-ka degmada waxaana laga yaabaa inuu ku jiro khaladaad yar yar.*

SHAKOPEE PUBLIC SCHOOLS EDUCATION FORWARD