



Burnsville • Eagan • Savage

**Believe, Belong, Build and Become.**

# **Sky Oaks Elementary School**

**February 12, 2026**

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# Sky Oaks Mission

*At Sky Oaks, we work together as a caring school family to ensure high levels of learning for EVERY student.*

Guided by the beliefs:

- Each of us is responsible for the success of each and every student.
- Our collaboration and alignment ensure success.

Strong Core  
Instruction

Data

Student  
Support



# Sky Oaks Goals

**Literacy:** By Spring 2026, Sky Oaks Elementary will increase the percentage of K-5 students who make typical to aggressive growth on foundational literacy assessments from 52% to at least 55%, as measured by FAST earlyReading (K-1) and aReading (2-5).

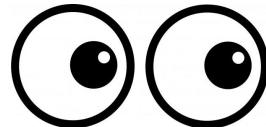
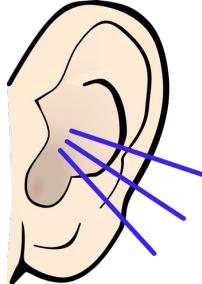
## How we measure:

- Student growth scales- typical to aggressive growth
- Number of students proficient as measured by the standards
- Common Formative assessments- How did students perform on our most recent learning?



# Tier 1, All students K-2

Specific, research-based instruction to build a solid foundation:



- Heggerty: This trains the "ear."
  - Phonemic Awareness, helping students hear and manipulate sounds.
- Bridge to Reading: This trains the "eye."
  - Phonics- a clear roadmap to decode (read) and encode (spell) words rather than guessing.

# Tier 1, All students K-2



Intentional Instruction of targeted rigorous learning targets and individual student needs.

- Every lesson is a stepping stone toward a clear destination
- Review students' progress and discuss patterns within the weekly data we collect
- Know exactly what proficiency looks like and are monitoring progress

# Tier 1, All students K-2

**Every Minute Counts:** Literacy doesn't stop when the "Reading Block" ends.

- Incorporating practice into every part of our day.
- Using transitions between subjects



# Tier 1, All students K-2

## Evidence of Progress

- We decreased kindergarteners designated as at-risk in the area of letter sounds from 63% at-risk down to 27% at-risk.
- We decreased our 1st graders designated as at-risk in the area of nonsense words from 48% at-risk to 28% at-risk.
- We increased our number of 2nd graders reading grade level text accurately from 30% to 56%.

Advanced	Low Risk	Some Risk	High Risk
		!	!!

# Tier 1 Grades 3-5

## Grades 3-5

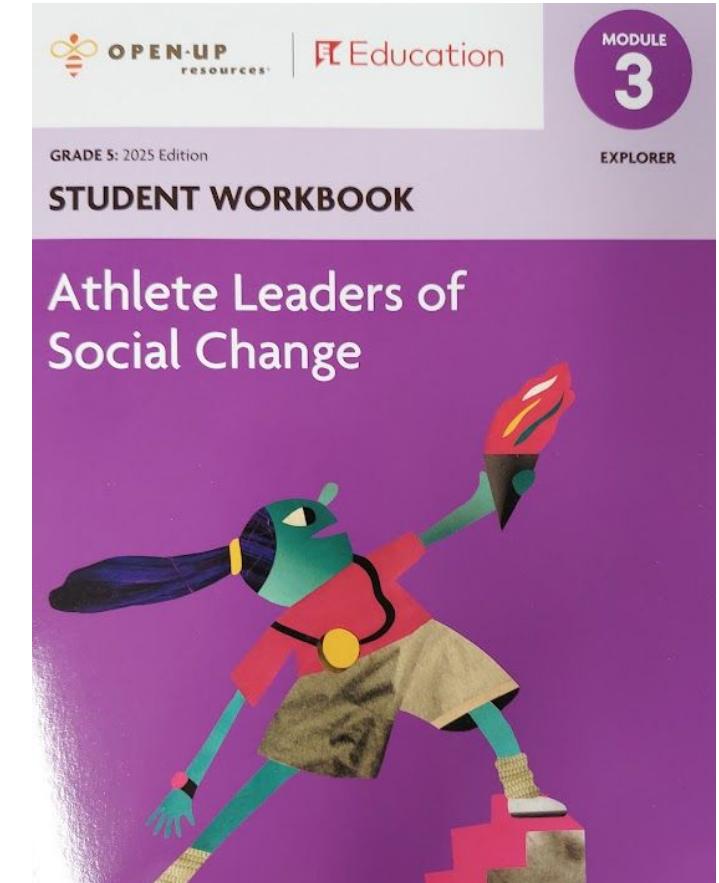
- Heggerty (gr. 3) & Morphology (gr. 4 & 5) Foundational Skills
  - Started last year
- English Language (EL) Education Pilot
  - One of Curricula approved by the Minnesota Department of Education
  - All strands of literacy instruction



# Tier 1 Grades 3-5

## EL Education curriculum provides

- Rigorous material with standard alignment for reading and social studies
- Instructional strategies aligned to best practice
  - Vocabulary and Reading Comprehension
  - Collaboration to support thinking and speaking
  - Strong writing component



# Tier 1 Grades 3-5

## Challenging teachers through:

- Using middle and end unit assessments to know what learning is important.
- Flexing use instructional strategies
- Co-Planning/teaching with EL around WIDA and student needs
- Student gaps in experience and skills are challenging given the rigor

### MODULE 1- UNIT 3- END OF UNIT

KNOW	SHOW
<ul style="list-style-type: none"><li>• Soft c and g patterns &amp; syllable patterns</li><li>• Decode words</li><li>• Self-correct while reading</li><li>• Access a glossary</li><li>• What it means to read fluently</li><li>• Read and <u>jot thoughts to show understanding of the poem</u></li></ul>	<ul style="list-style-type: none"><li>• Read words correctly with soft c and g patterns</li><li>• Read a poem to themselves and out loud</li><li>• Jot down their understanding of the poem</li></ul>

# Review Reading Data

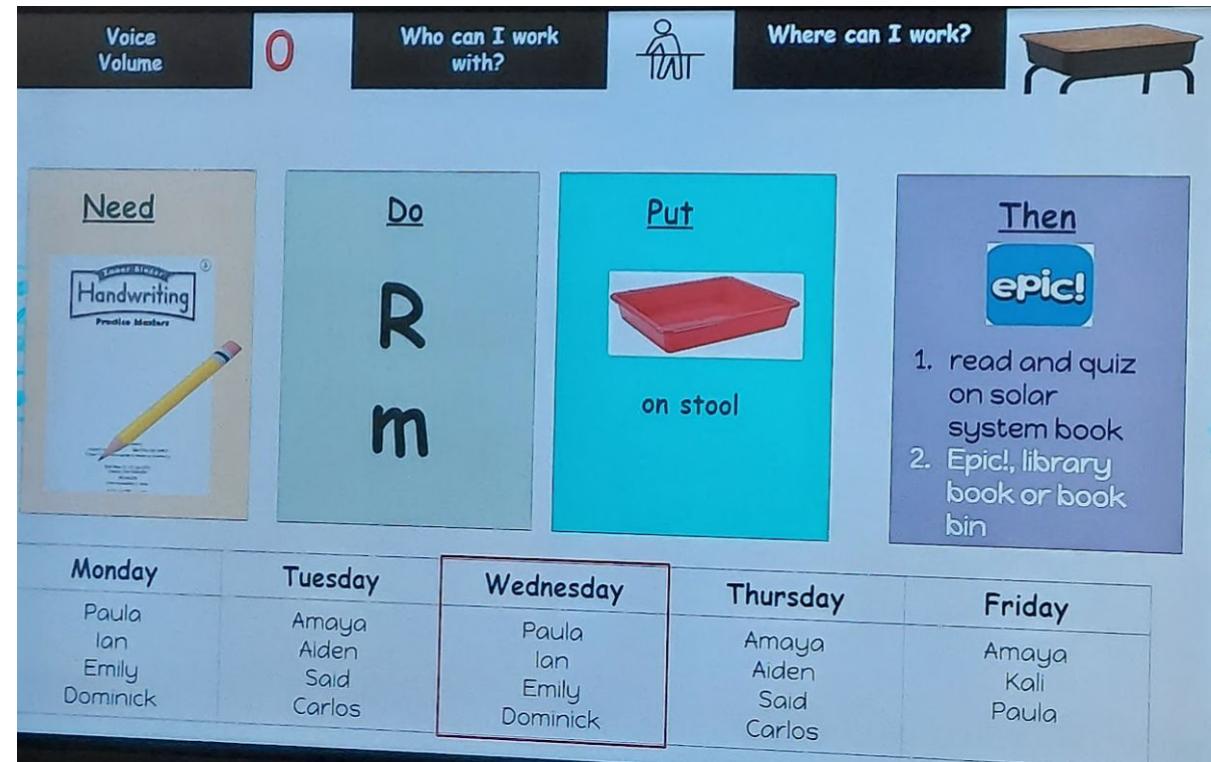
- Formative Assessments
  - Collaborative Teams - How kids perform and instructional comparison
- Fastbridge Benchmarking
  - Data Days - meeting each student's need at their level
- Progress Monitoring Data
  - Small group instructional support



# Data: Now what?

## When the challenge is a gap in 'skill':

- What I Need (WIN) Groups - filling in gaps
- Small Groups K-5 -
  - Reteaching & filling in gaps
    - Sharing kids across grade level teachers and our support staff (Multilingual, Learning Specialist, Advanced Learning Special and Special Education)
    - Collaborating with all staff on best practices for teaching literacy gaps



# Social Emotional Support

## When the challenge is a gap in 'will' (motivation):

- Focus on teacher and student relationships
- Explicitly teaching skills via literacy curricula and Second Step
- Use Morning Meeting to building classroom Community
- We support the whole learner Check in Check out ([CICO VIDEO HERE](#)) to build student confidence through success and acknowledging the desired behaviors

# Attendance: Root Cause

## Why?

- Being at school is essential for tier 1, intervention, and relationships

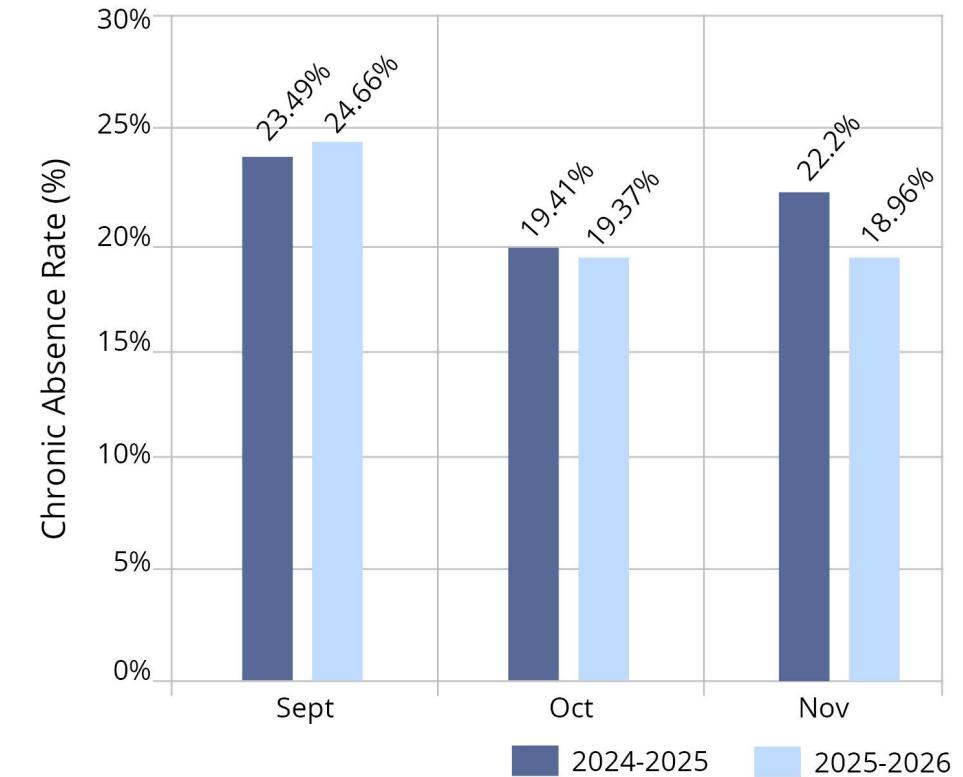
## What?

- Communicating the importance and impact personally with care

## Comparing Fall Data:

- Decreased the number of students chronically absent by 3.7% when comparing November 2024 to November 2025.

## Chronic Absence Rate



# Whole Child

Building whole child for academic success

Strong Core  
Instruction

Data

Student  
Support

**Literacy:** Increase the number of students who make typical to aggressive growth on foundational literacy assessments as measured by FAST earlyReading (K-1) and aReading (2-5).



# Thank You