



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).

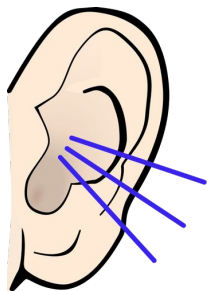
How we measure:

- 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?

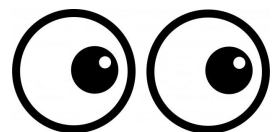


Tier 1, All students K-2

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

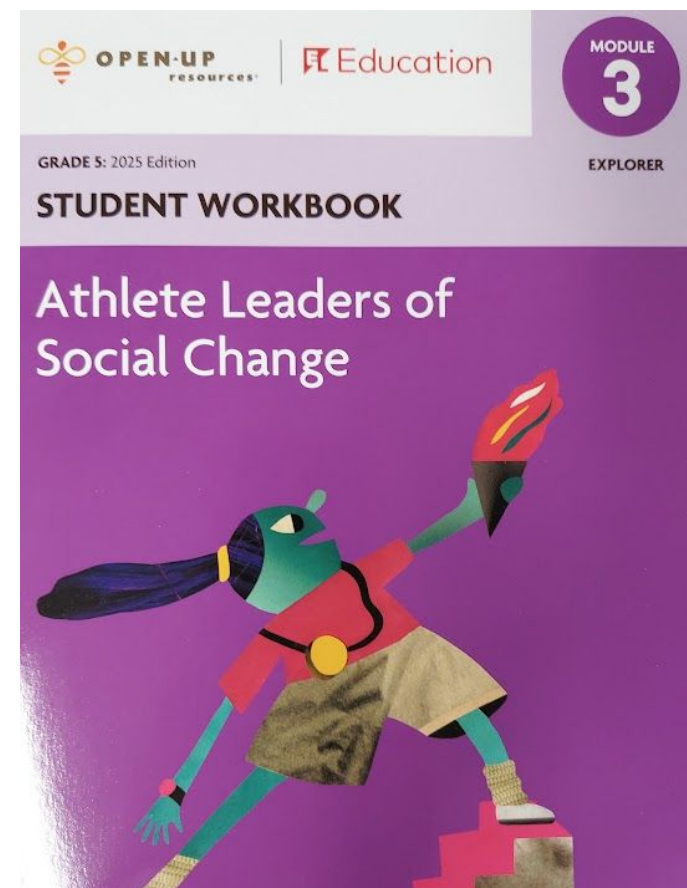
- Heggerty (gr. 3) & Morphology (gr. 4 & 5) Foundational Skills
 - Started last year
- English Language (EL) Education Pilot
 - One of Curricula approved by the Minnesota Department of Education
 - All strands of literacy instruction



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

Review Reading Data

- Formative Assessments
 - Collaborative Teams - How kids perform and instructional comparison
- Fastbridge Benchmarking
 - Data Days - meeting each students 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

Monday	Tuesday	Wednesday	Thursday	Friday
Paula Ian Emily Dominick	Amaya Aiden Said Carlos	Paula Ian Emily Dominick	Amaya Aiden Said Carlos	Amaya Kali Paula

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

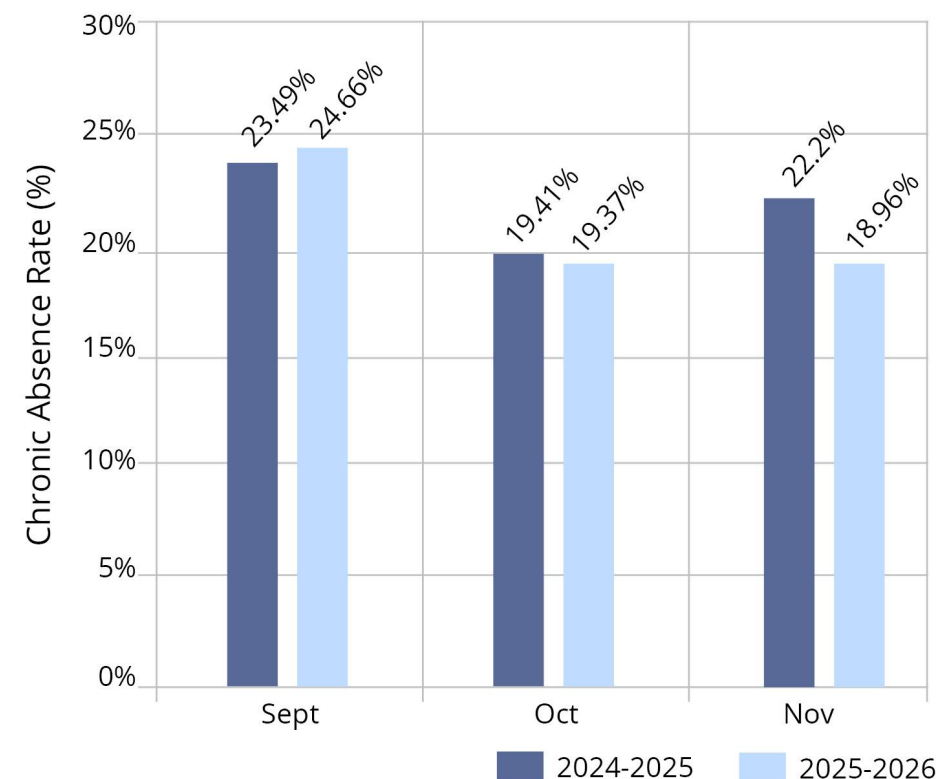
What?

- 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

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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