Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Shakopee Public School District (0720-01)

Date Submitted to the State 06/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Shakopee Public School District (0720-01). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act 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 proficiency.Minn. Stat. 120B.12 (2024).

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1. Read Act Goals

District or Charter School Literacy Goals

Shakopee Public School District (0720-01)'s literacy goal(s) for the 2024-25 school year:

Shakopee Public Schools' literacy goals for the 2024-25 school year, outlined below, closely mirror the READ Act goal. All students, beginning in kindergarten, will be reading at or above grade level by Spring 2025, as measured by Fastbridge earlyReading and/or aReading assessments. All multilingual learners will achieve their individualized reading & language goals by Spring 2025, as measured by the WIDA ACCESS assessment. All students receiving special education services will achieve their individualized reading goals by Spring 2025, as measured by their Individual Education Plan. Continue to refine our implementation of a Multi-Tiered Systems of Support, focusing on the use of literacy assessments, data analysis, instructional matches (interventions) and progress monitoring to provide targeted, evidence-based instruction based on student need. Pilot, select and implement evidence-based instructional materials with grade level teams across the district, in anticipation of a full implementation during the 2025-26. Selected resources will be designed to ensure student mastery of phonemicâ€¢ awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

The following was implemented or changed to make progress towards the goal(s):

Our work this year focused on the selection of evidence-based instructional materials for grades K-5. Our ELA Articulation Team piloted multiple resources, collected evidence of alignment to our look-fors, and sought teacher & student feedback. Based on these results we will implement UFLI Foundations in grades K-2, and 95 Phonics in grades 3-5 for our foundational skills program. We will implement Arts & Letters in grades K-5 as our language comprehension program. All staff will implement our selected foundational skills programs during the 2025-2026 school year, and engage in professional development through implementation coaching. Arts & Letters will be fully implemented during the 2026-2027 school year. We have also continued to refine our Multi-Tiered Systems of Support. Our elementary deans and interventionists facilitate fall and winter data dives with grade level teams. These data dives bring all teachers together to analyze student data, select evidence-based interventions, and determine progress monitoring. PLCs review data and adjust interventions as needed. Our English Language Development teachers have developed Multilingual Learner outcomes, broken down by language level and quarter. This has allowed us to more effectively monitor student progress, tailor instruction to meet evolving language needs, and ensure consistent academic growth throughout the year. Finally, our teachers have engaged in READ Act training through the Online Language and Literacy Academy from CORE. The majority of our staff will have completed their coursework by June 30, 2025. As we implement our foundational skills resources next year, teachers will have direct application of their learning to practice.

Local Literacy Plan for Shakopee Public School District (0720-01)

The following describes how Shakopee Public School District (0720-01)'s current student performance differs from the literacy goal detailed in the READ Act:

We continue to strive to ensure that each of our students reads at or above grade level, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. While our goal is to have all students reading at grade level, we currently have 50% of our students reading at grade level; thus, underscoring the critical need for our literacy work to continue.

Shakopee Public School District (0720-01)'s literacy goal(s) for the 2025-26 school year:

Shakopee Public Schools' literacy goals for the 2025-26 school year, outlined below, closely mirror the READ Act goal. All students, beginning in kindergarten, will be reading at or above grade level by Spring 2026, as measured by Fastbridge earlyReading and/or aReading assessments. All multilingual learners will achieve their individualized reading & language goals by Spring 2026, as measured by the WIDA ACCESS assessment. All students receiving special education services will achieve their individualized reading goals by Spring 2026, 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. All K-5 teachers will implement evidence-based foundational skills materials beginning in the fall of 2025. K-2 teachers will use UFLI Foundations, and 3-5 teachers will use 95 Phonics. Implementation coaching will be provided through PLCs to ensure alignment to resources, strong instructional practices and routines, and use of assessments to monitor student progress and adjust instruction. All 6-12th grade reading teachers will implement Common Lit this school year to ensure a consistent, high-quality approach to reading instruction across grade levels. We will continue to refine our student identification process, selection of appropriate interventions, and consistent progress monitoring for our students in grades K-12.

Shakopee Public School District (0720-01)'s Local Literacy Plan is posted on the district website at:
https://www.shakopee.k12.mn.us/Page/9770

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Shakopee Public School District (0720-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Shakopee Public School District (0720-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	395	218	408	135	408	151
Grade 1	436	209	445	184	446	172
Grade 2	482	259	478	253	493	256
Grade 3	486	284	487	280	485	290

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Shakopee Public School District (0720-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Shakopee Public School District (0720-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

> Gated: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

> Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	395	31
Grade 1	436	14
Grade 2	103	18
Grade 3	80	4

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Shakopee Public School District (0720-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	AUTO Reading	FastBridge	Vendor composites using vendor benchmarks
Grade 5	AUTO Reading	FastBridge	Vendor composites using vendor benchmarks
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Shakopee Public School District (0720-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

We will convene a team that will draft an evidence based, student-centered, thoughtful process to determine which students in grades 4-12 are not reading at grade level. This team will consist of the co-directors of our Learning, Teaching & Equity department, our MTSS coordinator, Data Specialist, Literacy Coordinator, and additional stakeholders as needed.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Shakopee Public School District (0720-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Shakopee Public School District (0720-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	No	
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

· Digital_messaging (email, text, or communication app)

· Parent teacher conferences

· Letter sent home with student

· Other - describe (Required)

    · phone conference with parent/guardian

The following content is included in the parent notification:

· Student's reading proficiency level as measured by the MDE approved screener

· Reading related services currently being provided to the student

· Strategies parents/families can use at home in helping their student succeed

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Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

Shakopee Public School District (0720-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

We will strengthen our notification process by providing a common action plan, timeline, and template for teachers to use when notifying parents. In addition, we will finalize our plan to notify parents with students in grades 6-12.

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Shakopee Public School District (0720-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

In Shakopee Schools, our Multi-Tiered System of Supports is a proactive system focused on delivering high quality instruction through the alignment of three tiers of support to accelerate student achievement. Shakopee Schools uses FastBridge assessments and a PLC data analysis protocol as part of a robust assessment system. Fastbridge assessments utilized include aReading, CBM reading, Early Reading and Auto Reading. We use these assessments to analyze screening data, triangulate this data with additional assessments, and select instructional matches (interventions) based on class or individual needs. Fastbridge also provides specific progress monitoring tools to track student progress and inform next steps for instruction. PLCs work collaboratively to analyze progress monitoring data and other formative information for growth or regression in key literacy skills in order to modify or intensify instruction. Coaches also support in the classroom as needed, observing and/or modeling instruction, providing feedback, and planning for next steps. Our Fastbridge screening data, coupled with local literacy assessments, helps us identify students not reading at grade level. Through the process identified above, our building teams make decisions about the instructional response to the data. This includes Tier I differentiation of the core curriculum, as well as Tier II and Tier III interventions. In addition, students with scores below the 15% on the EarlyReading, aReading, and CBMR (when given) who also demonstrate below-grade level proficiency on local assessments, may qualify for intervention services.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Shakopee schools has identified key look-fors that define both the usage of our Board adopted curricular resources and the key instructional practices that support evidence-based reading instruction for k-12. Building leaders, including building principals, assistant principals, deans, and teacher leaders, as well as district-wide instructional coaches utilize these Tier I look-fors during classroom observations and walk-throughs. Data collected in these observations is used for monitoring the fidelity of the implementation of our adopted resource. Additionally, the data is used by teachers to drive personalized instructional goals, by leadership teams to identify building trends in implementing high-quality Tier I instructional practices, and to target specific professional learning needs for Tier I instruction.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Students with screening scores that predict high or some risk for reading difficulties are flagged for potential reading intervention. Triangulation of data, including diagnostic and other local literacy assessments, determine whether an intervention is appropriate and whether the targeted support will be supplemental or intensive.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

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Progress monitoring data collection for students in Tier 3 occurs: Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

We progress monitor students receiving targeted reading instruction weekly. PLCs or interventionist teams review this data to determine whether or not the intervention is working. In general, when teachers notice a regression or stagnation of scores, this signals a need to adjust or intensity instruction.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Students may exit from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention when they demonstrate sustained progress toward grade-level reading expectations, as evidenced by multiple data sources. These sources may include progress monitoring data, universal screening data, and other local literacy assessments.

Does Shakopee Public School District (0720-01) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

· No data entered

The following components are included in the personal learning plans, if used:

No data entered

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

Minn. Stat.120B.12, subd. 4a (2024). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Shakopee Public School District (0720-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Shakopee Public School District (0720-01) has participated in MDE MnMTSS professional learning:

Yes

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Shakopee Public School District (0720-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	60
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	60
Grade 2	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	60
Grade 3	· 95 Phonics Core Program (95 PCP), K-3, 2020; 4-5,	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	60
Grade 4	· 95 Phonics Core Program (95 PCP), K-3, 2020; 4-5,	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	60
Grade 5	· 95 Phonics Core Program (95 PCP), K-3, 2020; 4-5,	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	60

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Continuous Improvement for Core Reading Instruction and Curricula

Shakopee Public School District (0720-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Shakopee Schools has formally adopted Arts & Letters for our Language Comprehension resource. A pilot team of teachers will implement Arts & Letters, published by Great Minds, during the 2025-26 school year. Full implementation of Arts & Letters across the district will occur the following school year.

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Shakopee Public School District (0720-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	UFLI, FastBridge	UFLI, FastBridge, Sonday
Grade 1	UFLI, FastBridge	UFLI, FastBridge, Sonday
Grade 2	UFLI, FastBridge	UFLI, FastBridge, Sonday
Grade 3	UFLI, FastBridge	UFLI, FastBridge, Sonday
Grade 4	UFLI, FastBridge	UFLI, FastBridge, Sonday
Grade 5	UFLI, FastBridge	UFLI, FastBridge, Sonday
Grade 6	FastBridge, SIPPS	FastBridge, SIPPS
Grade 7	FastBridge, SIPPS	FastBridge, SIPPS
Grade 8	FastBridge, SIPPS	FastBridge, SIPPS
Grade 9	FastBridge, SIPPS	FastBridge, SIPPS
Grade 10	FastBridge, SIPPS	FastBridge, SIPPS
Grade 11	FastBridge, SIPPS	FastBridge, SIPPS
Grade 12	FastBridge, SIPPS	FastBridge, SIPPS

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Continuous Improvement for Reading Interventions

Shakopee Public School District (0720-01) will make the following changes to reading interventions for the 2025-26 school yea

We will review the list of evidence-based intervention resources that MDE and CAREI will be providing. If appropriate, we will the

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school?s professional development plan.

Shakopee Public School District (0720-01) is using the following approved professional development program:

· CORE OLLA

· LETRS

Date of expected completion for Phase 1 Professional Development: 03/11/2026

Synchronous professional development sessions were facilitated by:

· Vendor Provided Facilitator

· Local Certified Traine

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

Teachers who do not complete READ Act training at the 80% proficiency level will work with a literacy coach to ensure mastery of the content, support implementation of evidence-based literacy practices, and meet compliance requirements through additional guided learning and coaching sessions.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Fidelity data will be collected as part of our curriculum implementation process. Student-level outcome data, perception data, and observational data will be collected and analyzed to determine the next steps for professional development.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Coaching support is part of our curriculum implementation process. Our coaching cycles with PLC teams include building common understanding around the resource, lesson planning with intentionality, pacing, building routines and structures, and analyzing and responding to data. Teachers will be provided feedback after brief observations connected to the coaching cycles.

The following changes in instructional practices have impacted students :

We've seen a positive impact on student outcomes in many of our pilot classrooms, where we have shifted to explicit, systematic evidence-based instruction in foundational skills, coupled with a knowledge building curriculum. This qualitative data is one part of our data collection plan; as we fully implement new resources across the system we will also closely monitor students outcomes as well.

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Shakopee Public School District (0720-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Our work with Development Designs has served as a springboard to culturally responsive practices. Professional development around culturally responsive literacy practices will occur throughout our implementation process, and is grounded in the belief that all students can and will read proficiently. Creating inclusive spaces, where students' cultural backgrounds are honored as assets, where student voice is central to discussions, where students see themselves in texts is one tenet of culturally responsive teaching practices. Literacy coaches will also support PLC teams with differentiating instruction, promoting student dialogue and discussion, and honoring and building students' background knowledge.

Shakopee Public School District (0720-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

Our K-5 grade PLC teams will engage in focused learning opportunities around the implementation of our new foundational skills curriculum. Sessions will include the components of explicit instruction, as well as an emphasis on building instructional routines, pacing, and using assessments to guide instruction. Teachers will engage in observation/feedback cycles with a literacy coach.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the MDE READ Act Professional Development webpage.

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who,need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	36	36	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	26	14	2	10
K-3 Classroom Educators	100	90	10	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	40	37	3	0
K-12 Reading Interventionists	19	17	2	0
K-12 Special Education Educators responsible for reading instruction	85	35	0	50
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	80	0	0	80

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

Grades 4-12 Classroom Educators responsible for reading instruction	75	37	3	35
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	5	0	0	5
Grades 6-12 Instructional support staff who provide reading support	52	0	0	52
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Shakopee Public School District (0720-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$338,825.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

$0.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

· Not applicable

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Shakopee Public School District (0720-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$306,659.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

· Not applicable

The following amount of READ Act Literacy Aid remains in the required reserved account:

$645484

If funds remain, the plan to spend down the remaining funds are as follows:

We will fund a district literacy coordinator and a literacy coach. We will also use these funds for teacher stipends and substitute teachers for ongoing professional learning.