Minnesota READ Act Literacy Plan for 2024-25

For

Wheaton Area Public School District (0803-01)

Date Submitted to the State 05/28/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Wheaton Area Public School District (0803-01). This plan is a requirement of the Minnesota READ Act, <a href="https://www.revisor.mn.gov/statutes/cite/120B.12" target="_blank">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

Wheaton Area Public School District (0803-01)'s literacy goal(s) for the 2024-25 school year:
Our district's literacy goals for the 2024–2025 school year aligned with the Minnesota Department of Education's statewide priorities. Specifically, our goals were to: 1. Ensure that every student is supported in meeting individualized reading goals or reading at or above grade level. 2. Provide all students with evidence-based reading instruction focused on the mastery of foundational reading skills. 3. Guarantee that instruction delivered to students was grounded in proven methods for effective reading development.

The following was implemented or changed to make progress towards the goal(s):
To make progress toward our 2024–2025 literacy goals, our district prioritized the extensive professional development of our Phase 1 teachers through participation in Year 1 of LETRS (Language Essentials for Teachers of Reading and Spelling) training. This professional learning equipped teachers with a deep understanding of the science of reading, enabling them to apply evidence-based practices with greater confidence and intentionality. As a result, we have seen a positive shift in instructional practices, including more explicit and systematic instruction in foundational skills. The impact of this professional development is evident in our student data. Teachers are now better able to diagnose specific areas of student need, adjust instruction accordingly, and provide targeted support. This has contributed to stronger Tier 1 instruction, a reduction in the number of students requiring intervention, and overall growth in student reading achievement. Our commitment to building teacher capacity has played a critical role in advancing literacy outcomes across our district.

The following describes how Wheaton Area Public School District (0803-01)'s current student performance differs from the literacy goal detailed in the READ Act:
While we are still working toward fully meeting the literacy goal outlined in the READ Act, we have made meaningful progress. Through increased use of evidence-based instructional practices and assessment tools, we are now better able to identify specific areas of student need and respond with targeted instruction and support. Our teachers are using data more effectively to inform instruction, and foundational reading skills are receiving greater instructional focus. However, we recognize that not all students have yet reached proficiency, and we remain committed to ongoing improvement. We will continue to refine our practices, provide professional development, and ensure that all students—especially those requiring additional support—receive the instruction they need to become successful readers.

Wheaton Area Public School District (0803-01)'s literacy goal(s) for the 2025-26 school year:

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Building on the foundation of last year's work, our district's literacy goals for the 2025—2026 school year are to: 1. Continue to ensure that every student — including multilingual learners and students receiving special education services — is supported in meeting individualized reading goals or reading at or above grade level. 2. Deepen the implementation of evidence-based reading instruction, with a sustained focus on students' mastery of foundational reading skills. 3. Ensure all reading instruction reflects practices that are research-based and proven effective in teaching children to read. 4. Strengthen educator expertise by continuing professional development in the science of reading. Phase 1 teachers will participate in Year 2 of LETRS (Language Essentials for Teachers of Reading and Spelling) to further develop their understanding and application of evidence-based reading practices. 5. Provide training and ongoing support for paraprofessionals who assist with reading instruction, ensuring they are equipped with the knowledge and tools needed to reinforce evidence-based reading strategies

Wheaton Area Public School District (0803-01)'s Local Literacy Plan is posted on the district website at: https://wheaton.k12.mn.us

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 Wheaton Area Public School District (0803-01) 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 Wheaton Area Public School District (0803-01) 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	20	17	21	18	22	12
Grade 1	14	CTSTR	14	CTSTR	15	CTSTR
Grade 2	27	16	27	16	25	15
Grade 3	27	16	27	17	28	13

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 Wheaton Area Public School District (0803-01) 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.

Wheaton Area Public School District (0803-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

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

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	22	CTSTR
Grade 1	15	CTSTR
Grade 2	25	CTSTR
Grade 3	28	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

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 Wheaton Area Public School District (0803-01) 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	autoReading	FastBrdige	Vendor benchmark
Grade 5	autoReading	FastBrdige	Vendor benchmark
Grade 6	autoReading	FastBrdige	Vendor benchmark
Grade 7	autoReading	FastBrdige	Vendor benchmark
Grade 8	autoReading	FastBrdige	Vendor benchmark
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 Wheaton Area Public School District (0803-01) 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:

For students in grades 4-8, we will utilize FastBridge FASTtrack Reading data for universal screening to assess reading proficiency. Students identified through this screening as having weaknesses in phonological awareness and phonics skills will be referred for additional screening using the Capti ReadBasix tool. For students in grades 9â€"12, we will analyze Reading MCA data and longitudinal academic performance data to determine which students may require further screening with the Capti ReadBasix tool.

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

The following table displays the number of students in Wheaton Area Public School District (0803-01) 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		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		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 Wheaton Area Public School District (0803-01) 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	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	2 times per year
Grade 8	Yes	2 times per year
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
- · Other - describe (Required)
    - · phone call

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:

- · Parent teacher conferences
- · School events

Continuous Improvement for Parent Notification

Wheaton Area Public School District (0803-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

While we currently do not have a consistent process in place for communicating reading assessment results to parents of students beyond grade 8, we value the importance of keeping families informed about their child's progress. As we continue to strengthen our MTSS framework across all grade levels, we recognize the need to expand communication practices and will be working to identify appropriate strategies for including grades 9â€"12 when needed

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.

Wheaton Area Public School District (0803-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Universal screening data is collected three times each year, followed by diagnostic assessments when additional information is needed to support identification of students who may require additional support at Tier 2 or Tier 3 levels. Classwide data analysis allows us to gauge the effectiveness of our whole class instruction while individual student data informs targeted intervention strategies. Students performing at or below the 40th%ile of grade level benchmarks are considered for intervention but a triaged approach, using multiple pieces of data will assist final determination. Once specific needs are identified through assessment, intentional instructional planning occurs. Intensive interventions are tailored to each student's identified areas of need and students receive targeted support through daily intervention sessions. These sessions are structured around a rigorous program that adheres to the principles of structured literacy. Within this framework, students benefit from explicit, systematic, and cumulative instruction, designed to address foundational literacy, reading comprehension and writing skills. Each lesson is carefully designed to build upon previous learning, ensuring a cohesive and comprehensive approach to literacy development. High-quality, Tier 1, CORE Instruction ensures a solid foundation in literacy skills for all students through evidence-based practices delivered by skilled educators in the general education setting. This instruction aims to address the needs of 70-75% of the class before additional support is required. Immediate, intensive instruction in Tiers 2 and 3 supplements Tier 1 instruction by providing targeted support to students who require more focused intervention. In Tier 2, small group or one-on-one sessions offer personalized instruction, while Tier 3 interventions, highly individualized and intense, cater to the most severe reading difficulties, most typically in special education settings. Progress monitoring is ongoing across all tiers, allowing for continual adjustment of interventions based on student response and assessment data, ensuring equitable access to literacy instruction and improved outcomes for all students. Data collected from Tier 2 interventions, if needed, supports referral documentation.

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

To ensure the consistent and accurate implementation of Tier 1 instructional practices, we employ the following strategies: â€¢ Classroom Observations and Walkthroughs: Administrators conduct classroom observations and walkthroughs to assess the alignment of instruction with established curricula and instructional frameworks. â€¢ Professional Learning Communities (PLCs): Educators participate in PLCs where they collaboratively analyze student data, discuss instructional strategies, and reflect on practice to promote continuous improvement. â€¢ Feedback Mechanisms: Teachers receive constructive feedback based on observations and reviews, fostering a culture of reflective practice and ongoing professional growth. In regards to differentiating Tier 1 instruction, Recognizing that students have varied learning needs, we implement

differentiated instruction within Tier 1 through the following approaches: • Data-Driven Instruction: Universal screening and formative assessments inform instructional planning, allowing teachers to tailor instruction to student needs. • Flexible Grouping: Students are grouped and regrouped based on assessment data to provide targeted instruction that addresses specific skill gaps or extends learning. • Varied Instructional Strategies: Teachers employ a range of instructional methods, including visual, auditory, and kinesthetic approaches, to engage all learners. • Use of Differentiated Materials: Instructional materials are adapted to provide appropriate levels of challenge and support, ensuring accessibility for all students. • Ongoing Progress Monitoring: Regular assessments track student progress, enabling timely adjustments to instruction and interventions as needed. Through these processes, our district strives to provide high-quality, equitable instruction that supports the academic success of every student.

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

Elementary (Grades K–5): Students are identified for targeted reading intervention through a combination of universal screening and multiple data sources: • Universal screening tools (e.g., FastBridge) are administered three times per year to all students. • Students performing below established benchmarks, but not significantly discrepant, are considered for Tier 2 support. • Students with significant discrepancies in performance may be considered for Tier 3 support. • Additional data points—such as classroom performance, formative assessments, and teacher observations—are reviewed by the school's MTSS team to inform decisions about the level of intervention needed. Secondary Level (Grades 6–12): While we do not currently have a formal or consistent set of entrance criteria for supplemental or intensive reading interventions at the secondary level, we acknowledge the importance of identifying and supporting students who require additional reading support. Our district values the needs of students in grades 9–12 and will be engaging in collaborative planning efforts to develop more effective and systematic entrance criteria as part of a broader effort to expand intervention supports at the secondary level.

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

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:

The protocol for grades K-5 is grounded in the problem-solving model and emphasizes the use of both longitudinal and triangulated data to inform instructional decisions. Tier 2 & 3: Supplemental Targeted Reading Intervention • Progress Monitoring Frequency: Students receiving Tier 2 interventions are monitored weekly using curriculum-based measures (CBMs) or other standardized tools aligned with the targeted reading skills. • Data Analysis: Teams, including classroom teachers and interventionists convene every 5-6 weeks to review progress monitoring data. Decisions to continue, adjust, or intensify interventions are based on the student's responsiveness to the current intervention plan.   Decisions regarding the intensification or modification of interventions are made collaboratively by the MTSS team, which includes educators, specialists,

and administrators. The team considers multiple data points, including progress monitoring results, classroom performance, and other relevant assessments, to ensure that instructional decisions are responsive to each student's needs. While our district currently implements a structured K–5 progress monitoring protocol within our MTSS framework to support data-driven decisions for reading interventions at the Tier 2 and Tier 3 levels, we recognize the need for a consistent and systematic approach for grades 6–12. Development of a comprehensive progress monitoring framework for secondary grades is a priority, and planning is underway to ensure alignment with best practices and the unique academic and developmental needs of students in grades 6–12.

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

Our district employs a Multi-Tiered System of Supports (MTSS) framework, utilizing a problem-solving model through dedicated MTSS teams to make data-informed decisions regarding student interventions. Exit from supplemental (Tier 2) and intensive (Tier 3) targeted reading interventions is determined through a systematic analysis of longitudinal data, ensuring that each student's unique needs are met with appropriate support. Tier 2& 3: Supplemental Targeted Reading Intervention Criteria for Exit: o Students demonstrate consistent progress in targeted reading skills, as evidenced by multiple data points, including curriculum-based measures and classroom performance. o Progress monitoring indicates that the student is performing at or above grade-level benchmarks for at least four consecutive weeks. o The MTSS team reviews the data to confirm that the student no longer requires supplemental support and can succeed with core instruction alone.   At the elementary level, our district has established criteria for exiting students from supplemental (Tier 2) and intensive (Tier 3) reading interventions based on multiple data points, including progress monitoring trends, benchmark assessments, and team-based decision-making within our MTSS framework. At the secondary level (grades 6–12), we currently do not have a clearly defined or consistent process in place for determining exit from targeted reading interventions. However, we recognize the importance of having clear criteria to guide these decisions and are committed to developing a more structured and data-informed approach to support students' reading progress at the secondary level.

Does Wheaton Area Public School District (0803-01) 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

Continuous Improvement for Data-Based Decision Making for Action

Wheaton Area Public School District (0803-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

Our district is committed to supporting student growth through data-informed instruction and individualized goal setting. While we do not currently implement formal Personal Learning Plans (PLPs) for every student, we

actively engage students in setting academic goals, by articulating lesson objectives, and by frequently reviewing progress monitoring data. These practices foster student ownership of learning and enhance motivation by clarifying the criteria for exiting interventions. Recognizing the value of structured PLPs, we are exploring opportunities to formalize our existing practices. This may include developing more comprehensive PLPs. As we plan for the 2025â€"26 school year, our focus will remain on providing personalized support for students while ensuring acceptable growth and development.   While we do not currently have a formal system of reading interventions in place for grades 6â€"12, we recognize the importance of extending support to secondary students. During the 2025â€"26 school year, we plan to initiate collaborative conversations and planning efforts to develop and implement appropriate reading intervention structures for grades 7â€"12.

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.

Wheaton Area Public School District (0803-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Wheaton Area Public School District (0803-01) has participated in MDE MnMTSS professional learning:

No data entered

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 Wheaton Area Public School District (0803-01), 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	· Other	Knowledge Building	90
	· Fundations, K-3, 2012 (Non-Ranked)	Foundational	30
	· Other	Foundational	10
	· Rooted in Reading	.	.
	· Heggerty	.	.
Grade 1	· Other	Knowledge Building	90
	· Fundations, K-3, 2012 (Non-Ranked)	Foundational	30
	· Other	Foundational	10
	· Rooted in Reading	.	.
	· Heggerty	.	.
Grade 2	· Other	Knowledge Building	100
	· Fundations, K-3, 2012 (Non-Ranked)	Foundational	30
	· Other	Foundational	10
	· Rooted in Reading	.	.
	· Heggerty	.	.
Grade 3	· Other	Knowledge Building	80
	· Fundations, K-3, 2012 (Non-Ranked)	Foundational	30
	· Fundations, K-3, 2012 (Non-Ranked)	Foundational	10
	· Rooted in Reading	.	.
Grade 4	· Other	Comprehensive	60

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Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
	· Rooted in Reading	.	.
Grade 5	· Other	Comprehensive	90
	· Rooted in Reading	.	.

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Continuous Improvement for Core Reading Instruction and Curricula

Wheaton Area Public School District (0803-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Grades K-3 will be begin using Bridge2Read for foundational curriculum.

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 Wheaton Area Public School District (0803-01) 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	FastBridge; Fundations	Fastbridge; Fundations
Grade 1	FastBridge, Fundations	FastBridge; Fundations
Grade 2	FastBridge, Fundations	FastBridge; Fundations
Grade 3	FastBridge; Fundations	FastBridge; Fundations
Grade 4	FastBridge; Just Words	FastBridge; Just Words; WIlson Reading
Grade 5	FastBridge; Just Words	FastBridge; Just Words; WIlson Reading
Grade 6	na	na
Grade 7	na	na
Grade 8	na	na
Grade 9	N/A	N/A
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A

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Continuous Improvement for Reading Interventions

Wheaton Area Public School District (0803-01) will make the following changes to reading interventions for the 2025-26 school

While we do not currently have a formal system of reading interventions in place for grades 6â€"12, we recognize the importanc

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.

Wheaton Area Public School District (0803-01) is using the following approved professional development program:

· LETRS

Date of expected completion for Phase 1 Professional Development: 05/30/2026

Synchronous professional development sessions were facilitated by:

· Local Certified Trained Facilitator

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 meet the vendor-recommended 80% proficiency level will receive additional support from the Local Facilitator. This support will include individualized coaching and targeted feedback to help deepen understanding and improve application of evidence-based reading practices, ensuring all educators are equipped to meet the literacy needs of their students.

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:

Classroom teachers, district literacy leads, administrators and grade-level cohorts review data regularly to identify areas of strength and need. Professional Learning Communities (PLCs) serve as a key structure for ongoing reflection and instructional planning, allowing teachers to use data to adjust instruction and share best practices.

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:

The district uses a tiered coaching model informed by fidelity data. All teachers receive foundational support through PLCs and grade-level collaboration. Teachers requiring additional support are identified through classroom observation and assessment data, and receive individualized coaching from the district literacy lead or administration. This coaching includes goal setting, observation with feedback, and progress monitoring to ensure consistent implementation across the five key areas of reading instruction.

The following changes in instructional practices have impacted students :

Changes in instructional practices have led to improvements in student outcome. As a result of ongoing professional development, particularly through LETRS training, teachers have developed a deeper

understanding of the "why" behind their instruction. This knowledge has led to a stronger prioritization of explicit, systematic, and direct instruction in foundational reading skills. Teachers are more intentional in planning and delivering their foundational reading instruction. Tier 1 instruction is growing stronger, with evidence-based practices consistently implemented throughout the school year. As a result, student performance has improved. Classroom observation data and universal screening results all point to increased instructional effectiveness and student growth.

Wheaton Area Public School District (0803-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Culturally responsive practices are a prioritized area of study for our district. We recognize that there is still work to be done to intentionally integrate these practices into literacy instruction. We are committed to improving in this area and are focused on ensuring these practices are meaningfully and consistently embedded into our instruction. For example, in our district is seeing an increase in diversity within our student population. We are making intentional efforts to incorporate diverse perspectives and culturally relevant materials into our curriculum. This includes the integration of literature, historical texts, and stories that reflect the lived experiences of students from varied cultures. We are also providing professional development opportunities, such as workshops on culturally responsive teaching strategies, to deepen teachers' understanding and implementation of these practices through an asset based lens. We are actively supporting our educators in developing the knowledge and skills needed to implement these practices effectively and are continually refining our approach to meet the needs of all learners.

Wheaton Area Public School District (0803-01) 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):

. In addition to our ongoing professional development around literacy instruction (LETRS training) the district will continue to provide professional development opportunities to ensure educators have the tools and knowledge needed to support all learners. This includes continued support with FastBridge data analysis, enabling teachers to use assessment data effectively to guide instruction and monitor student progress. Teachers will continue to grow in their abilities to interpret screening and diagnostic data to identify students' needs and tailor their instructional practices accordingly. Teachers will be provided opportunities to engage in collaborative planning sessions during PLCs, where they can share strategies, discuss best practices, and analyze student work together.

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	1	0	1	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
K-3 Classroom Educators	6	0	6	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	3	0	3	0
K-12 Reading Interventionists	2	0	2	0
K-12 Special Education Educators responsible for reading instruction	4	0	4	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	5	0	0	5

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	2	0	0	2
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	3	0	0	3
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Wheaton Area Public School District (0803-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$15,300.78

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

$15,300.78

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

· MDE approved READ Act professional development (CARIEALL, CORE, LETRS)

· Contracting or employing a District Literacy Lead

· Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Wheaton Area Public School District (0803-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$14,697.92

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

· MDE approved READ Act professional development (CARIEALL, CORE, LETRS)

· Contracting or employing a District Literacy Lead

· Stipends for teachers completing literacy training

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

$0

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

No remaining funds expected