

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Wheaton Area Public School District (0803-01)

Date Submitted to the State 06/05/2026

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, [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 2025-26 school year:

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

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

Our district has made meaningful progress toward each of our 2025-2026 literacy goals. To support all students, including multilingual learners and those receiving special education services, we have maintained individualized reading goals with regular progress monitoring and provided differentiated instruction tailored to each learner's needs. To deepen evidence-based reading instruction, we have implemented structured literacy routines district-wide, with a focus on phonics and foundational skills. All reading instruction continues to reflect research-based practices, with the Bridge 2 Read program serving as our core foundational skills curriculum and supplemental materials vetted for alignment with the science of reading. Educator expertise has been strengthened through continued LETRS training, with Phase 1 teachers completing Year 2 coursework to further develop and apply evidence-based reading practices. Teachers have also engaged in collaborative learning communities to reflect on student data and refine instruction. Finally, paraprofessionals supporting reading instruction have participated in targeted professional development focused on foundational reading skills and small group instructional strategies, with ongoing support to ensure alignment with classroom practices.

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:

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While our district has made intentional progress toward the literacy goals outlined in the READ Act, student performance data indicates that we have not yet reached the goal of all students reading at or above grade level or fully meeting their individual literacy potential. Universal screening data reveals that a portion of students across grade levels continue to perform below grade-level benchmarks. Teachers actively use screening, diagnostic, and progress monitoring data to inform instructional decisions and adjust intervention strategies accordingly. Our district's support systems work collaboratively to ensure every student receives the assistance they need, with Tier 1 classroom instruction, intervention services, and special education providing a coordinated approach to literacy support. While reaching grade-level proficiency for all students remains our ultimate goal, we recognize the importance of growth and are committed to ensuring every student achieves at least one year's worth of growth. Where gaps exist, we will intentionally accelerate progress through more explicit instruction, increased time on targeted skills, more frequent progress monitoring, and layered supports to close the gap whenever possible. Our district will continue to align instruction, intervention, and professional development to move every student closer to their literacy potential.

Wheaton Area Public School District (0803-01)'s literacy goal(s) for the 2026-27 school year:

1. By Spring 2027, all students in Wheaton Area Schools will demonstrate a minimum of one year of reading growth, as measured by three universal screening assessments (fall, winter, spring) using FastBridge tools. Students performing below grade level will demonstrate accelerated growth to close the proficiency gap. Teachers will achieve this through consistent implementation of structured literacy instruction aligned to the Science of Reading and MN 2020 ELA Academic Standards, with data monitored at the individual, classroom, building, and district levels to inform personalized and targeted instruction.
2. As an embedded priority within daily instruction, all students at Pearson Elementary will receive structured literacy instruction using the Foundations curriculum delivered with consistency, frequency, and fidelity - meeting or exceeding research-recommended instructional times at each grade level. Teachers will prioritize direct, intentional instruction with integrity to the Foundations curriculum, ensuring a coherent, consistent literacy experience across all grade levels - monitored through fidelity checks, walkthroughs and data team meetings.
3. In response to current data indicating a significant need for multisyllabic word reading support at the secondary level, Wheaton Area Secondary will embed targeted Tier 1 instruction in multisyllabic word reading, vocabulary, and morphology into grades 7-12 ELA classes beginning in the 2026-27 school year using the REWARDS curriculum. This instruction will be intentional, direct, and systematic - designed to strengthen student skills in decoding and reading complex text, and delivered as an integrated component of core ELA instruction to ensure all secondary students have access to the foundational word reading skills needed to access grade-level content across subject areas. The impact of this instruction will be measured through CAPTI data collected in the spring of 2027, providing evidence of student growth in multisyllabic word reading, vocabulary, and morphology as a result of this targeted Tier 1 approach.
4. By spring 2027, Wheaton Area Schools will have developed and begun implementing a consistent process for creating individualized learning plans for all students receiving Tier 2 supports, ensuring plans are regularly reviewed and adjusted based on ongoing progress monitoring data. As part of this work, the school will evaluate and strengthen, where needed, its family communication practices - ensuring families receive regular, written progress updates that clearly communicate their child's programming, progress, and planning in a timely and culturally responsive manner.
- 5.

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Wheaton Area Schools will provide ongoing professional development opportunities throughout the 2026-2027 school year focused on structured literacy practices, data analysis, program planning, and instructional implementation - building teacher capacity to ensure all students achieve a minimum of one year of reading growth, and accelerated growth for those working to close the proficiency gap. Professional learning will be purposeful, continuous, and directly connected to classroom practice, equipping teachers with the knowledge and skills to plan and deliver high-quality, responsive literacy instruction for every learner.

The Local Literacy Lead, Jody Maanum, for Wheaton Area Public School District (0803-01) has an FTE of .10

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The District Literacy Lead is embedded within the district through the Midwest Special Education Cooperative, serving as the district's literacy specialist and primary point of contact for Read Act implementation, working in close partnership with district and school leadership to align literacy goals, instructional practices, and student outcomes. The District Literacy Lead serves as the certified LETRS and STRIVE trainer, having provided the professional development required under the MDE Read Act to ensure all teachers are grounded in the Science of Reading and structured literacy practices. In collaboration with district and building leadership, the District Literacy Lead participates in MTSS meetings to support data-driven decision making - analyzing universal screening and progress monitoring data and making recommendations regarding instructional decisions, curricular decisions, programming implementation, and fidelity to curriculum. Direct classroom coaching and support is provided as needed, working alongside teachers to strengthen instructional practice and ensure consistent, high-quality literacy instruction across grade levels. Through this integrated role, the District Literacy Lead serves as a resource, coach, and collaborative partner - supporting leadership teams in building the systems, structures, and staff capacity needed to ensure every student achieves meaningful growth in reading.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Wheaton Area Public School District (0803-01) 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.

Wheaton Area Public School District (0803-01) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	Letter Name Fluency (K) W/S/; Nonsense Word Fluency (2-3) F/W/S
	Grade 1	Vendor Composites using vendor benchmarks	Letter Name Fluency (K) W/S/; Nonsense Word Fluency (2-3) F/W/S
	Grade 2	Vendor Composites using vendor benchmarks	Letter Name Fluency (K) W/S/; Nonsense Word Fluency (2-3) F/W/S
	Grade 3	Vendor Composites using vendor benchmarks	Letter Name Fluency (K) W/S/; Nonsense Word Fluency (2-3) F/W/S

The district or charter school conducted oral language screening in the 2025-26 school year?

No

Continuous Improvement for Screening Tools Used in Grades K-3

Wheaton Area Public School District (0803-01) will be utilizing the following screening tool(s) in 2026-27:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Wheaton Area Public School District (0803-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will add the required oral language screening assessment (FastBridge: Oral Repetition) beginning in the fall of 2026 for K - 2nd grade. After collecting our first round of data, the gated approach will be used for K-2. Any student below

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benchmark in the fall will be administered the OR subtest in the winter and any student below benchmark in the winter will be administered the test in the winter. Additionally, we will move from an integrated to a gated approach for NWF in grades 2 and 3; screening students in grades 2 and 3 using the NWF assessment only if they do not meet benchmark for CBMR or who are below 95% accuracy.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Wheaton Area Public School District (0803-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge AutoReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

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- Sentence Processing
- Reading Comprehension

Wheaton Area Public School District (0803-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. 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	24	17	23	13	25	10
1st	23	12	22	10	23	13
2nd	15	5	15	5	16	3
3rd	29	20	26	19	29	21

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. 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) uses the following criteria to identify students 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	23	8
1st	23	5
2nd	14	7
3rd	25	2

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

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 Word subtest

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Wheaton Area Public School District (0803-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

Beginning in the fall of the 2026-2027 school year, for grades 2-3, we will move from the integrated to the gated approach for administering the NWF assessment. Only students who score below benchmark or below 95% accuracy on their CBMR assessment will be administered the NWF assessment.

6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	32	32	11	10	10	0
5th	29	29	6	CTSTR	CTSTR	0
6th	24	22	14	3	4	0
7th	24	21	7	CTSTR	CTSTR	0
8th	27	21	14	4	4	0
9th	25	22	7	CTSTR	CTSTR	0
10th	24	22	3	CTSTR	CTSTR	0
11th	24	24	0	CTSTR	CTSTR	0
12th	0	0	0	CTSTR	CTSTR	0

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. 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 benchmark screening is conducted for grades K-8 three times per year - fall, winter, and spring - using FastBridge assessments. Screening data is reviewed by both classroom teachers and the MTSS team to identify students performing below grade-level benchmarks and in need of additional support. Based on results, students are placed into tiered intervention services matched to the intensity of their need. Students identified as needing supplemental support are placed into Tier 2 programming through available service structures including ADSIS K-8 and Title I in K-6. The level of service is intentionally matched to each student's distance from the target benchmark. Students with the most intensive needs - those furthest from target who are not eligible for or currently receiving special education services - receive ADSIS services in a small-group, more intensive setting with increased instructional time. Students performing closer to benchmark but still needing additional support are identified for targeted small-group instruction within the Tier 1 general education classroom, allowing for responsive support without removing students from core instruction. Most students considered to be receiving Tier 3 supports are those identified and eligible for special education services, receiving specially designed instruction through their IEP. All Tier 1, 2 and 3 interventions utilize researched-based, evidence-vetted programs and strategies identified as effective for developing foundational reading and/or language comprehension skills. Following benchmark screening, diagnostic assessments are administered to identify specific skill gaps and individual learning needs. These assessments include LETRS Word Study assessments, PAST (Phonological Awareness Screening Test), CORE (Consortium on Reading Excellence) diagnostic measures, decodable text reading assessments. Together, these tools provide a detailed picture of each student's foundational literacy skills - including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Importantly, not all reading difficulties stem from gaps in foundational skills. For students whose foundational skills are strong but who continue to struggle with reading, diagnostic attention shifts to language comprehension - including vocabulary, background knowledge, listening comprehension, and oral language development. These students may receive targeted support focused specifically on building language comprehension rather than decoding skills, ensuring that intervention is precisely matched to the nature of each student's need. The data gathered through both screening and diagnostic assessment is used by the MTSS team and the District Literacy Lead to match identified skill needs to specific, targeted instructional practices and intervention programs. Instructional decisions are reviewed and adjusted following each screening window and through ongoing progress monitoring conducted every two to four weeks for students receiving Tier 2 supports. This cycle of assess, analyze, match, and monitor ensures that every student receives the right instruction, at the right intensity, at the right time - with the goal of accelerating growth and closing the proficiency gap for all learners

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

Fidelity to Tier 1 instruction is monitored through a combination of classroom-level practices and collaborative structures designed to ensure consistent, high-quality literacy instruction for all students. Classroom teachers are the primary drivers of both fidelity monitoring and differentiation within the Tier 1 setting. Teachers monitor their own instructional fidelity through regular self-reflection, lesson planning aligned to the Bridge2Read/Just Words/Wilson curricula and adherence to the structured sequence and pacing of the adopted curriculum. Teachers ensure that instructional time meets or exceeds research-recommended guidelines at each grade level, prioritizing direct and intentional literacy instruction daily. Differentiation within Tier 1 is driven by universal screening data reviewed three times per year, as well as ongoing formative assessment and classroom observation. Teachers use this data to identify students who need additional support or enrichment within the general education setting, forming flexible small groups and adjusting instructional approaches to meet individual learning needs. Students performing below benchmark but not yet requiring Tier 2 services receive targeted small-group instruction within the classroom, ensuring responsive support without removal from core instruction. Collaborative structures such as grade level PLC discussions support teachers in reflecting on instructional practice, reviewing student data, and problem-solving around differentiation. The District Literacy Lead provides additional support through classroom coaching and consultation as needed, offering guidance on curriculum implementation, instructional strategies, and data interpretation to strengthen Tier 1 delivery across all grade levels.

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

Entrance into Tier 2 supplemental intervention is determined primarily through universal benchmark screening data collected three times per year using FastBridge assessments (K-8). Students who score below the established benchmark cut score - typically at or below the 40th percentile - are identified as potentially needing Tier 2 support. This data is reviewed jointly by classroom teachers and the Child Study Team following each screening window. Additional data points considered in the placement decision include classroom performance, teacher observation, formative assessment results, and diagnostic assessment findings. Once identified, the level and intensity of Tier 2 service is matched to the student's distance from the target benchmark. Students furthest from target who are not eligible for special education services are prioritized for ADSIS programming, delivered in a small-group, more intensive format with increased instructional time. Students performing closer to benchmark receive supplemental support through Title I services (in grades K-5) or targeted small-group instruction within the Tier 1 classroom. Entrance into Tier 3 intensive intervention is reserved primarily for students who have been identified and found eligible for special education services. These students receive specially designed instruction through their Individualized Education Program (IEP), developed by the special education team in collaboration with the student's team. Placement and services are determined through the special education evaluation and eligibility process, which includes comprehensive assessment of academic, cognitive, and functional skills. At the primary level (K-3), entrance decisions are driven largely by FastBridge screening data, diagnostic assessment findings, and teacher input, with a strong emphasis on early identification and intervention to address foundational skill gaps in phonemic awareness, phonics, and fluency before they widen. At the upper elementary/middle school grade level (4-8th) entrance criteria additionally considers reading fluency and comprehension measures, and course performance. Upper Elementary/Middle School may present with

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language comprehension needs rather than foundational skill deficits, and placement decisions reflect this distinction - directing students toward intervention targets that match the specific nature of their reading difficulty. Across all tiers and grade levels, placement decisions are reviewed and adjusted following each screening window and through ongoing progress monitoring, ensuring that students receive what best fits their needs.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

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:

Wheaton Area Schools utilizes a structured progress monitoring protocol to regularly evaluate the effectiveness of Tier 1 instruction and Tier 2 and Tier 3 interventions and make timely, data-informed decisions about intensification or modification of supports. For students receiving Tier 2 supplemental intervention, progress is monitored using FastBridge progress monitoring probes administered every two to four weeks, depending on the number of foundational skill areas being monitored. Data is graphed and reviewed against an established goal line to determine whether a student is responding adequately to the current level of support. If a student's data trend falls below the goal line across three or more consecutive data points, programming adjustments are considered - which may include increasing the frequency or duration of intervention, changing the intervention program or approach, reducing group size, or referring the student for more intensive support or special education evaluation. For students receiving Tier 3 intensive intervention through special education services, progress monitoring is conducted in alignment with each student's IEP goals and benchmarks. Progress is reviewed at least as frequently as report cards, with more frequent monitoring embedded within specially designed instruction. IEP teams review progress data at scheduled meetings and make adjustments to goals, services, or instructional strategies as needed based on the data. At the primary level (K-3), progress monitoring typically emphasizes foundational skill development - including phonemic awareness, phonics, and oral reading fluency - using FastBridge CBM-Reading and early literacy probes. At the upper elementary/middle school level (grades 4-8), if appropriate, monitoring may shift to include reading fluency, comprehension, and where applicable, language comprehension measure to ensure that intervention targets remain aligned with the evolving nature of reading demands at upper grade levels. Progress monitoring data is reviewed regularly with the District Literacy Lead providing analysis and recommendations regarding intervention effectiveness, instructional adjustments, and next steps. This ongoing cycle of monitor, analyze, and adjust ensures that no student remains in an ineffective intervention and that supports are continuously refined to accelerate growth and close the proficiency gap.

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

Exit from Tier 2 supplemental intervention is determined through a combination of universal screening data, progress monitoring trends, and professional judgment of the classroom teacher and Child Study Team. A student is considered for exit from Tier 2 support when benchmark screening results demonstrate performance at or above the 40th percentile, progress monitoring data shows a consistent upward trend with three to five data points consistently above the aimline - including at least one data point meeting the next seasonal target - and classroom performance reflects the student is accessing and succeeding within Tier 1 core instruction without additional support. Exit decisions are never made on the basis of a single data point. The MTSS team, in consultation with the District Literacy Lead, reviews the full picture of student performance - including screening data, progress monitoring trends, teacher observation, and classroom work - before recommending exit from supplemental services. Student may even move between supplemental services (ie. ADSIS and Title 1) depending on the needs of all students. Following exit, students are monitored closely during the next screening window to ensure gains are maintained. If a student who has exited Tier 2 shows regression at the next screening, re-entry into supplemental support is considered. Exit from Tier 3 intensive intervention for students receiving special education services is governed by the IEP process. A student exits Tier 3 supports when the IEP team determines, based on comprehensive evaluation data and progress monitoring results, that the student no longer requires specially designed instruction to access and make progress in the general education curriculum. This decision is made collaboratively by the IEP team, which includes the parent, general education teacher, special education teacher, and other relevant staff. At the primary level (K-3), exit criteria place a strong emphasis on foundational skill mastery - particularly phonemic awareness, phonics, and oral reading fluency benchmarks - as these skills are foundational to all future reading development. Sustained performance at or above benchmark on FastBridge early literacy and CBM-Reading probes is the primary indicator of readiness to exit. At the upper elementary levels (grades 4-8), exit criteria additionally consider reading comprehension and language comprehension performance, course grades, and the student's ability to independently access grade-level text. Given the more complex nature of reading demands at these levels, exit decisions are made with careful attention to whether gains will be sustained without continued support - with continued monitoring ensuring that every student's progress is sustained over time

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, and progress monitoring procedures in the 2026-27 school year:

Yes, the district will make meaningful changes to its data-based decision-making and intervention processes in the 2026-27 school year. At the Elementary level, moving forward, prior to making a final exit decision, additional diagnostic data will be reviewed to confirm that skill gains are genuine, sustained, and broad enough to support success without supplemental intervention. The most significant change will be the expansion of structured intervention support into grades 9-12. Currently, universal screening and tiered intervention services are most systematically implemented at the K-8 level. In 2026-27, the district will extend this framework to high school students by utilizing FastBridge screening results to identify for whom CAPTI Read Basics should be administered. CAPTI will be used to identify middle school/high school students with unmet needs in either foundational literacy skills or language

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comprehension - recognizing that reading difficulties at the secondary level may present differently and require targeted, distinct instructional responses. Students identified through CAPTI screening as having foundational skill gaps will be matched to intervention support targeting decoding, word recognition, and fluency. Students whose screening results indicate stronger foundational skills but persistent struggles with language comprehension will be directed toward intervention focused on vocabulary, background knowledge, and comprehension strategies. This expansion reflects the district's commitment to ensuring that no student - regardless of grade level - falls through the cracks due to unidentified or unaddressed literacy needs. Data gathered through CAPTI will be reviewed by the Child Study Team to inform placement decisions, monitor progress, and adjust supports as needed throughout the school year

8. 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 and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
	3 times per year	Mailed letter
Grade 1	2 times per year	Parent teacher conferences
	3 times per year	Mailed letter
Grade 2	2 times per year	Parent teacher conferences
	3 times per year	Mailed letter
Grade 3	2 times per year	Parent teacher conferences
	3 times per year	Mailed letter
Grade 4	2 times per year	Parent teacher conferences
	3 times per year	Mailed letter
Grade 5	2 times per year	Parent teacher conferences
	3 times per year	Mailed letter
Grade 6	2 times per year	Parent teacher conferences
	3 times per year	Mailed letter
Grade 7	2 times per year	Parent teacher conferences
	3 times per year	Mailed letter
Grade 8	2 times per year	Parent teacher conferences
	3 times per year	Mailed letter

READ Act requires the following information be included in parent notifications:

- 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

Parent Notifications from the district or charter includes all required information?

No

Wheaton Area Schools currently notifies families of reading-related services and notifying parents of screener-based proficiency levels, but does not consistently, yet, provide recommended practices or materials that can be used at

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

- More than one of the above

Continuous Improvement for Parent Notification

Wheaton Area Public School District (0803-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

In the 2026-27 school year, the Wheaton Area Schools will work to improve parent notification materials to more fully meet READ Act requirements. This will include developing clearer, more accessible communications that explain what screening data means and how it reflects their child's reading proficiency level, as well as providing families with meaningful, practical strategies they can use at home to support their child's reading success. As part of this work, the district will develop individualized learning plans for students receiving Tier 2 intervention supports. These plans will serve as a foundation for parent communication - ensuring families are clearly informed of their child's specific programming, progress, and next steps in a timely and consistent manner.
home..

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

- More than one of the above

Continuous Improvement for Parent Notification

Wheaton Area Public School District (0803-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

In the 2026-27 school year, the Wheaton Area Schools will work to improve parent notification materials to more fully meet READ Act requirements. This will include developing clearer, more accessible communications that explain what screening data means and how it reflects their child's reading proficiency level, as well as providing families with meaningful, practical strategies they can use at home to support their child's reading success. As part of this work, the district will develop individualized learning plans for students receiving Tier 2 intervention supports. These plans will serve as a foundation for parent communication - ensuring families are clearly informed of their child's specific programming, progress, and next steps in a timely and consistent manner.

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and 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.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Bridge2Read, Serve Minnesota, K-3, 2024 (Highly Aligned)	Foundational	Kindergarten	40
	Foundational	Grade 1	40
	Foundational	Grade 2	40
	Foundational	Grade 3	40
Other Curriculum - Rooted in Reading	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: When Wheaton Area Schools reviews its current Tier 1 core curricular resources, the district will utilize an evidence-informed process guided by MDE requirements, the District Literacy Lead, and a curriculum selection committee of teachers and administrators. Curriculum evaluation will utilize established tools including curriculum evaluation and navigation reports, and guidance from the Reading League Curriculum Evaluation guidelines - assessing alignment to the Science of Reading, instructional design, and usability across the five components of reading. MDE-approved curriculum lists and Read Act alignment requirements will anchor the review, with the District Literacy Lead facilitating the process and ensuring materials reflect current research and structured literacy best practices. Teacher input regarding usability and fit within the existing instructional context will be valued as part of the collaborative decision-making process, with the goal of ensuring every student receives core literacy instruction from a

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curriculum that is evidence-based and aligned to the Science of Reading

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Wheaton Area Schools follows a structured timeline for Tier 1 curriculum selection and implementation, moving through four key phases: Selection: The curriculum selection committee, including teachers, administrators, and the District Literacy Lead, conducts a structured review of curricular options using MDE guidance, curriculum evaluation reports, navigation reports, and Reading League evaluation guidelines. A final curriculum selection is made collaboratively, with teacher input and evidence-based criteria driving the decision. Training: Prior to full implementation, all classroom teachers receive initial training on the adopted curriculum. Training focuses on instructional design, lesson structure, pacing, and the structured literacy practices embedded within the curriculum. Implementation: Full implementation begins at the start of the following school year. Ongoing coaching and support to teachers throughout the initial implementation period to ensure consistency and fidelity across grade levels. Fidelity Monitoring and Standards Alignment: Classroom walkthroughs, observation tools, and data team discussions are used to monitor fidelity on an ongoing basis. Standards alignment is reviewed regularly to ensure the curriculum continues to meet MDE Read Act requirements and MN 2020 ELA Academic Standards, with adjustments made as needed to maintain instructional integrity

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Wheaton Area Public School District (0803-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

In the 2026-27 school year, Pearson Elementary will implement changes to Tier 1 core literacy instruction in grades K-5, strengthening the district's commitment to evidence-based, structured literacy practices aligned to the Science of Reading. Grades K-5 will transition to the Foundations curriculum for core literacy instruction. Foundations was selected in part due to its expanded scope to include multisyllabic word reading and morphology, in grades 4 & 5, providing students with the foundational and advanced decoding skills needed to access increasingly complex text as they progress through the elementary grades. These curricular changes reflect the district's intentional focus on ensuring that all students receive structured, sequential literacy instruction that builds the full range of skills needed for reading success.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Wilson	Tier 3	Grade 4	40
	Tier 3	Grade 5	40
	Tier 3	Grade 6	40
	Tier 3	Grade 7	40
	Tier 3	Grade 8	40
	Tier 3	Grade 9	40
	Tier 3	Grade 10	40
	Tier 3	Grade 11	40
	Tier 3	Grade 12	40
Other Resources - FastBridge Interventions	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Other Resources - Foundations	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Other Resources - Just Words	Tier 2	Grade 4	20

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Other Resources - Just Words	Tier 2	Grade 5	20
	Tier 2	Grade 6	20

Continuous Improvement for Literacy Intervention Resources

Wheaton Area Public School District (0803-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

In the 2026-27 school year, Wheaton Area Schools will implement targeted changes to literacy intervention resources across grades K-12th grade, ensuring that supplemental and intensive supports are evidence-based, structured, and precisely matched to student needs at each level. For students in grades K-4 requiring supplemental intervention support for foundational literacy skills, Fun in Focus will be utilized to address identified gaps in phonemic awareness, phonics, and foundational decoding. Fun in Focus provides structured, systematic intervention that complements and reinforces core Tier 1 instruction, ensuring students receive consistent, aligned support across their instructional day. For students in grades 5-12 requiring intervention support in the areas of multisyllabic word reading, vocabulary, and morphology, the REWARDS program will be implemented as a targeted supplemental intervention resource. REWARDS provides explicit, systematic instruction in advanced decoding and word study skills that are essential for accessing complex text at the upper elementary and middle school levels - addressing the specific reading demands that become increasingly critical as students progress through the grades.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Wheaton Area Public School District (0803-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$19,250

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$19,250

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 2024 school year:

\$14,698

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Both

12: 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 Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

05/01/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Wheaton Area Public School District (0803-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

04/01/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

For teachers who do not meet the vendor-required proficiency level of 80% on approved training assessments, Wheaton Area Schools will provide individualized coaching targeted to each teacher's specific areas of need. Support is informed directly by performance data from end-of-unit, volume or module assessments, which are reviewed to identify the specific concepts or instructional practices where proficiency has not yet been demonstrated. Coaching is then tailored to those identified areas, ensuring support is precise and directly connected to each teacher's learning needs. The District Literacy Lead, who also serves as the local LETRS and STRIVE training facilitator, will provide and coordinate this individualized support, working directly with teachers to deepen understanding and strengthen instructional practice. Once coaching has been completed, upon confirmation from administration, the teacher will be deemed complete.

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:

Wheaton Area Schools is in the early stages of building a comprehensive fidelity monitoring system for literacy instruction across grades K-12. Currently, the district relies on several foundational data sources to gauge the degree to which evidence-based, structured literacy instruction is being implemented. Teacher self-reflection serves as a current component of fidelity monitoring, with teachers regularly reflecting on their own instructional practice and identifying areas of strength and areas where additional support or refinement may be needed. Student performance data -

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including universal screening results from FastBridge and progress monitoring data - serves as an indirect but important measure of instructional effectiveness. When data does not reflect expected growth, it prompts a review of instructional practice to determine whether adjustments are needed. Informal check-ins and consultations with classroom teachers provide additional qualitative insight into implementation, helping to identify areas where additional support or guidance may be needed.

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:

Wheaton Area Schools recognizes that a consistent, structured system for delivering coaching support and feedback based on fidelity data is an area of continued development. Currently, coaching support is primarily provided through the District Literacy Lead, who serves as the local LETRS and STRIVE trainer and is available to consult with teachers and provide guidance on structured literacy instruction, curriculum implementation, and instructional practice as needs arise. Coaching at this time is largely informal and responsive in nature - initiated through teacher requests, check-ins, or when student performance data suggests that instructional adjustments may be needed. The district acknowledges that a more structured, proactive coaching model tied directly to fidelity data has not yet been fully established.

The following changes in instructional practices have impacted students:

Wheaton Area Schools recognizes that current student outcome data has not yet reflected the level of improvement the district is working toward. The district is transitioning to Foundations, an evidence-based, structured literacy program next year, and acknowledges that meaningful, sustained gains in student outcomes take time to materialize as new practices are implemented and embedded. As the district moves into the 2026-27 school year with newly adopted curricular resource, Foundations in grades K-5, a strong emphasis will be placed on implementation fidelity as a critical driver of improved student outcomes. Research consistently demonstrates that the positive impact of evidence-based curriculum is directly tied to the degree to which it is implemented with consistency, frequency, and fidelity. With the District Literacy Lead providing coaching support, structured walkthroughs, and ongoing professional development, the district is committed to ensuring that new curriculum is implemented as intended across all grade levels. For grades 4-12, CAPTI data was collected once this year, limiting the ability to measure change over time at this stage. Beginning in the 2026-27 school year, CAPTI will be administered more frequently, providing additional data points to demonstrate impact on student outcomes at the upper elementary, middle, and high school levels.

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

Our district's MLL population is increasing and we recognize that preparing students to be literate, informed, and empathetic members of a diverse world is an essential part of a well-rounded education. Culturally responsive practices are an important and ongoing priority. The district has engaged in professional development focused on culturally responsive teaching, with an emphasis on building cultural awareness, humility, and instructional approaches that honor a range of backgrounds, perspectives, and lived experiences. Teachers have been supported in examining their instructional materials and practices to ensure that all students - regardless of background - see themselves reflected in texts, and that students are also exposed to voices and stories beyond their own community. Looking ahead,

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culturally responsive practices will be intentionally embedded into future curriculum review processes, ensuring that adopted literacy materials are evaluated not only for Science of Reading alignment but also for cultural relevance, diverse representation, and inclusivity. Culturally responsive teaching will also be incorporated as a strand within the district's ongoing professional development plan, continuing to build teacher capacity to deliver literacy instruction that is both evidence-based and culturally sustaining. The district recognizes this as a continuous commitment and will deepen this work over time in partnership with students, families, and the broader community - understanding that exposure to diverse perspectives strengthens literacy skills and broadens the worldview 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 of Practice

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):

Beyond the required LETRS and STRIVE training for the current school year, our district will revisit and reorganize, as needed, the elementary and secondary Child Study teams (MTSS). The district's professional development focus remains on ensuring all teachers complete required training and begin applying structured literacy practices with fidelity in their classrooms as well as providing opportunities for continued learning for those on the MTSS teams. Additional professional development opportunities will be explored and planned as part of the district's expanding literacy work in the 2026-27 school year.

Continuous Improvement for Professional Development Plan

Wheaton Area Public School District (0803-01) will make the following changes to the professional development plan for the 2026-27 school year:

In the 2026-27 school year, the district will undertake a focused review and refinement of its Multi-Tiered System of Supports (MTSS) framework across grades K-12. This work will involve taking a closer look at current structures, processes, and data practices to ensure that supports are consistently implemented, clearly defined, and effectively meeting the needs of all students at every tier. The district will examine the alignment of its universal screening, progress monitoring, and intervention practices across grade bands - elementary, middle, and high school - to identify gaps, redundancies, and opportunities for greater coherence. A particular emphasis will be placed on ensuring that Tier 1 core instruction is strong enough to meet the needs of the majority of students before additional tiers of support are applied. Stakeholders including teachers, support staff, and building leaders will be engaged in this process to build shared understanding and ownership of the MTSS framework. Professional development will be provided to strengthen staff capacity to use data effectively for decision-making and to match students with appropriate and timely interventions. This intentional review reflects the district's commitment to continuous improvement and to building a sustainable, equitable system of supports that serves all K-12 learners.

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	3	3	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	10	10	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	1	1	0	1
K-3 Classroom teachers	8	8	0	1
K-12 Teachers holding English as a second language licenses	1	0	0	1
K-12 Reading Intervention Teachers	2	2	0	0
K-12 Special Education educators responsible for foundational reading instruction	4	4	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	0
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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
Teachers who provide foundational reading instruction to students in grades 4-12	2	0	1	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	5	5	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

15

The PSLT was provided by:

District PSLT Trainer

14. 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 \(2025\)](#). 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

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Wheaton Area Public School District (0803-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Yes, the district will continue to refine and strengthen its Multi-Tiered System of Supports framework in the 2026-27 school year. While current MTSS practices are functioning, the district is one that consistently seeks better practices and looks for opportunities to improve systems and outcomes for all students. In 2026-27, the district will take a closer look at its K-12 MTSS structures and processes, examining the alignment of universal screening, progress monitoring, and intervention practices across all grade bands - elementary, middle, and high school. This review will focus on identifying gaps, strengthening coherence across grade levels, and ensuring that Tier 1 core instruction is robust enough to meet the needs of the majority of students. A significant change for the 2026-27 school year will be the expansion of structured intervention support into grades 9-12. Using CAPTI Read Basics as a screening and identification tool at the secondary level, the district will begin matching high school students to targeted intervention support based on identified needs in either foundational literacy skills or language comprehension.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Wheaton Area Public School District (0803-01) does not include a DLI Program