

Minnesota READ Act Literacy Plan

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

For

Willmar Public School District (0347-01)

Date Submitted to the State 06/10/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Willmar Public School District (0347-01). 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

Willmar Public School District (0347-01)'s literacy goal(s) for the 2025-26 school year:

In the 2024-25 school year, Willmar Public Schools aims to improve literacy instruction and student learning outcomes. Our comprehensive approach includes implementing the FastBridge screener for K-5, Wit & Wisdom for knowledge building in K-5, UFLI Foundations for foundational skills in K-2, and U of M Functional Phonics + Morphology for 3-5. PreK teachers will engage in LETRS for Early Childhood Educators training while teachers and support staff in grades K-5 will engage in OL&LA training to increase teacher knowledge of structured literacy and instructional practices aligned to the Science of Reading.

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

We are in the early implementation stages of many new literacy adoptions: FastBridge, Capti, Wit & Wisdom, UFLI, and Functional Morphology. We are tracking the participation completion of READ Act trainings (OL&LA, LETRS for Early Childhood, and para training).

The following describes how Willmar Public School District (0347-01)'s current student performance differs from the literacy goal detailed in the READ Act:

While the goal of the legislation is to have every 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, our data does not yet reflect that level of achievement. We do not have every student reading at or above grade level.

Willmar Public School District (0347-01)'s literacy goal(s) for the 2026-27 school year:

We will improve Kindergarten FastBridge letter sounds from 51% in Spring 2026 to 60% in Spring 2027 by adding in daily letter sound fluency routines to build automaticity.

The Local Literacy Lead, Katelyn Skudlarek, for Willmar Public School District (0347-01) has an FTE of 1.00

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

Katelyn meets with district leadership, building leadership, instructional coaches, and teachers to support our district's shift towards research-based literacy instruction. Katelyn has provided professional development sessions about the Science of Reading, literacy in all content areas, and vocabulary instruction in elementary and secondary settings.

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

Willmar Public School District (0347-01) Local Literacy Plan is posted on the district website at

<https://www.willmar.k12.mn.us/academics/student-support/local-literacy-plan>

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.

Willmar Public School District (0347-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Willmar Public School District (0347-01) 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	MDE Composites	No additional screeners
	Grade 1	MDE Composites	No additional screeners
	Grade 2	MDE Composites	No additional screeners
	Grade 3	MDE Composites	No additional screeners

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

Willmar Public School District (0347-01) will be utilizing the following screening tool(s) in 2026-27:

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

Willmar Public School District (0347-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will be adding the Oral Language Screening subtest in the 2026-27 school year.

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:

Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered CaptiReadBasix.

The table below details the screening tool(s) used by Willmar Public School District (0347-01) 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
Capti ReadBasix	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
FastBridge AutoReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2

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:

- Sentence Processing
- Reading Comprehension

Willmar Public School District (0347-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Other - Grades 4-5 administered the required subtests. 6-12 administered required and recommended subtests.

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Willmar Public School District (0347-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We will begin using Capti as a progress monitoring tool next year as well as a screener.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Willmar Public School District (0347-01) 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	253	96	262	73	266	95
1st	241	64	250	61	260	86
2nd	262	89	272	92	271	94
3rd	281	113	285	95	290	108

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 Willmar Public School District (0347-01) 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.

Willmar Public School District (0347-01) 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	266	171
1st	260	174
2nd	271	177
3rd	290	182

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

Willmar Public School District (0347-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Willmar Public School District (0347-01) 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	284	284	170	0	166	0
5th	272	272	148	0	144	0
6th	288	0	244	0	206	0
7th	290	0	255	0	191	0
8th	273	0	235	0	128	0
9th	328	0	317	0	171	0
10th	321	0	304	0	125	0
11th	315	0	293	0	101	0
12th	267	0	235	0	79	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.

Willmar Public School District (0347-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Teachers in K-5 use weekly progress monitoring data from Tier 1 in UFLI and Functional Morphology to determine individual students' needs for supplemental support in Tier 2. Data from FastBridge is discussed in grade level teams three times per year in team data digs. Progress monitoring and screening data help to match appropriate intervention to student needs.

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

Monitoring fidelity will be an area of growth for Willmar Public Schools. We do not currently have a routine established for collecting fidelity data. Coaches and administrators do classroom walkthroughs with the goal of finding areas that teachers need support in or more learning. Coaching sessions are offered to all teachers.

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

At the elementary level, students below the benchmark in the universal screener and a variety of data points (progress monitoring) can enter Tier 2 or Tier 3 reading intervention, depending on how intense and personalized the intervention needs to be. At the secondary level, we look forward to using Capti ReadBasix data to guide decision making about Tier 2 and Tier 3 interventions.

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 every two weeks

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:

UFLI is used in Tiers 2 and 3 at the elementary level, so interventionists use the built-in progress monitoring tools within the UFLI program to determine any adjustments needed for the intervention. At the secondary level, SPED teams have implemented REWARDS as an intervention and used the progress monitoring assessments that come with that program.

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

Students scoring at or above benchmark on universal screeners and various data points do not show a need for further intervention.

Continuous Improvement for Data-Based Decision Making for Action

Willmar Public School District (0347-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

With the introduction of Capti this year to grades 4-12, we will be able to use the Capti screener as a progress monitoring tool as well for students who are in interventions.

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 Willmar Public School District (0347-01) 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
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	1 time per year	Mailed letter
Grade 7	1 time per year	Mailed letter
Grade 8	1 time per year	Mailed letter
Grade 9	1 time per year	Mailed letter
Grade 10	1 time per year	Mailed letter
Grade 11	1 time per year	Mailed letter
Grade 12	1 time 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?

Yes

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

- More than one of the above

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 Willmar Public School District (0347-01), 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
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	Kindergarten	90
	Knowledge Building	Grade 1	90
	Knowledge Building	Grade 2	90
	Knowledge Building	Grade 3	90
	Knowledge Building	Grade 4	90
	Knowledge Building	Grade 5	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Willmar Public Schools used the Highly Aligned list of curricula from MDE as our list of options from which to choose. See 10.4 for more details about our selection process.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: In the 2023-24 school year, a Curriculum Committee was formed consisting of the Literacy Lead along with selected elementary teachers, instructional coaches, and administrators. The committee learned about the Science of Reading together and used the Reading League's Curriculum Evaluation Guidelines to evaluate the curricular resources on the highly aligned list from MDE. In the spring of 2024, the Curriculum Committee selected UFLI for K-2, Functional Morphology for 3-5, and Wit & Wisdom for K-5 and implemented those curricula in the fall of 2024. In year one of

implementation (2024-25), Wit & Wisdom success coaches visited our elementary buildings three times a school year to walk classrooms with administrators, instructional coaches, and the Literacy Lead to teach us how to make walkthroughs purposeful and build our system of support. Our main focus was on learning the new curricula and teaching them as designed. In year two of implementation (2025-26), we began to think more about standards alignment and began the process of curriculum mapping and aligning our resources to the new MN ELA standards.

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 Willmar Public School District (0347-01) 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
READ 180	Tier 2	Grade 6	30
	Tier 2	Grade 7	30
	Tier 2	Grade 8	30
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
Other Resources - REWARDS	Tier 3	Grade 6	30
	Tier 3	Grade 7	30
	Tier 3	Grade 8	30
	Tier 3	Grade 9	30
	Tier 3	Grade 10	30
	Tier 3	Grade 11	30
	Tier 3	Grade 12	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Willmar Public School District (0347-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$142,530

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

\$142,530

READ Act Literacy Aid

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

Willmar Public School District (0347-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$168,546

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	Literacy Aid Funds
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Literacy Aid Funds

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.

Willmar Public School District (0347-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/22/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Willmar Public School District (0347-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/02/2027

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:

The Literacy Lead will engage in a coaching cycle with those who do not complete or pass the training to provide additional support.

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:

The Literacy Lead, instructional coaches, and administrators are available support systems for teachers as we work to align instruction to research. Through coaching conversations, team data discussions, and PLCs, we can align our systems of support. Teachers have been striving to teach our highly aligned curricular resources as designed in order to learn the resources well. Collecting data around fidelity is an area of growth at this time.

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:

This school year, each building except the alternative sites had two instructional coaches to provide support and feedback to teachers in the early stages of implementation of many new curricula. Coaches, including the Literacy Lead, can model lessons or observe and provide feedback to teachers.

The following changes in instructional practices have impacted students:

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In elementary buildings, we are thrilled to see students engage in more rich conversations using learned vocabulary words, writing about topics while building background knowledge, and reading complex texts that build their knowledge of the world. Student data centered around word recognition and decoding is being tracked more closely than ever before in balanced literacy. We see evidence of their improved phonics skills in their writing samples.

Willmar Public School District (0347-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

We have adopted curricula that are inclusive of a wide variety of cultures and represent our student population. Wit & Wisdom includes texts written from multiple perspectives and culturally relevant themes. All students have equitable access to rich and complex grade level texts.

Willmar Public School District (0347-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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):

At the secondary level, the Literacy Lead has delivered a few professional development sessions about the Science of Reading at the secondary level, literacy instruction across the content areas, and vocabulary instruction to improve Tier 1 instruction.

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)	41	37	4	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	16	16	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	30	27	3	0
K-3 Classroom teachers	55	52	3	3
K-12 Teachers holding English as a second language licenses	24	22	1	1
K-12 Reading Intervention Teachers	11	11	0	0
K-12 Special Education educators responsible for foundational reading instruction	61	57	3	2
Pre-K through grade five Curriculum Directors	2	2	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	30	11	1	18
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	5	3	0	2
Employees who select literacy instructional materials for grades 6-12	6	0	0	6
Grades 6-12 Curriculum Directors	2	2	0	0
Grades 6-12 instructional support staff who provide reading support	3	1	0	2

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).

202

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.

Willmar Public School District (0347-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Willmar Public School District (0347-01) has participated in MDE MnMTSS professional learning:

No

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.

Willmar Public School District (0347-01) does not include a DLI Program