Minnesota READ Act Literacy Plan

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

For

Wayzata Public School District (0284-01)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Wayzata Public School District (0284-01). 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).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

Wayzata Public School District (0284-01)'s literacy goal(s) for the 2025-26 school year:
The percentage of all students in grades K-8 who perform at or above the "Low Risk" range on the FastBridge Reading Screening (earlyReading and aReading) assessments will increase from 77% in Spring 2025 to 80% in Spring 2026. The gaps between K-8 student performance on the FastBridge Reading Screening (earlyReading and aReading) assessments will decrease by 2% points each year, while maintaining the performance level of the higher performing student group. Data collected in the 2024-25 school year will be used as the baseline.

The following was implemented or changed to make progress towards the goal(s):
Elementary School Reading-Writing Aligned Curriculum (Being a Reader,Being a Writer) Professional Learning on Writing Curriculum summer 2025, then to PLCs Includes (Word Study Grades 3-5) Professional Learning on Word Study for Teachers, spring 2026 Morphology Training (Orton-Gillingham based) for Literacy Specialists and Literacy Coaches, Coordinators Continued Training teachers in OL&LA for new teachers to fully participate alongside PLC teammates in PLC Work focused on literacy Intentional building of connections to OL&LA in district-led professional learning Ongoing training of K-2 Teachers and Special Education Teachers in Orton-Gillingham methodology to support foundational skills, focus on embedding O-G methodology in whole and small group lessons Year 3 of Literacy Coaches - more connection to building PLCs and Principals. Literacy Coaches making data visible in PLC meetings, focus on the PLC process and dialogue around student growth. Elementary PL focused on "How will we know students have learned?" Learning around success criteria and learning progressions (PL sessions, Leadership Team, Coaches and BILT led) Middle School Identification of essential learning ELA Creation and refinement of common assessments in ELA Implementation of new Tier III intervention programming aligned across buildings with new curricular resource Middle school literacy specialists met throughout the year to review data Tier III updated entrance and exit criteria

The following describes how Wayzata Public School District (0284-01)'s current student performance differs from the literacy goal detailed in the READ Act:
In Spring 2026, 78% of students in grades K-8 scored at or above the "Low Risk" range on FastBridge Reading Screening (earlyReading and aReading) assessments. This is an increase of 1 percentage point from the previous year. However, we did not meet our goal of 80%. We partially met our goal of closing gaps between student groups. Our highest performing group increased 1 percentage point. The gaps between the highest group and the lower performing groups changed as follows: one group decreased by 2 percentage points, three groups stayed the same, and one group increased by 3 percentage points.

Wayzata Public School District (0284-01)'s literacy goal(s) for the 2026-27 school year:
The percentage of all students in grades K-8 who perform at or above the "Low Risk" range on the FastBridge Reading Screening (earlyReading and aReading) assessments will increase from 78% in Spring 2026 to 80% in Spring 2027. The gaps between K-8 student performance on the FastBridge Reading Screening (earlyReading and aReading) assessments will decrease by 2% points each year, while maintaining the performance level of the higher performing student group.

The Local Literacy Lead, Julie Schneider, for Wayzata Public School District (0284-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
Distict Literacy Lead is a member of the Department of Teaching and Learning and engages with teams across the system in a variety of ways. As a member of Teaching and Learning, she has regular connections with Instructional Coordinators and Equity and Inclusion. These coordinators in other curricular areas that have a strong connection to literacy - MTSS Coordinator, Data Integration Coordinator, Equity and Inclusion Coordinators, and Science, Math, and Social Studies Coordinators. Under the direction of the Director and Executive Direction of Teaching and Learning, she also partners with principals across the system. Our District Literacy Lead serves as the Instructional Coordinator for Literacy and Dyslexia Services, Internal Faciliator for OL&LA state-required professional learning, and also as a Level 5 Orton-Gillingham Instructor through IMSE. As such, she trains teacher teams across the district including K-2 teachers, Literacy Specialists, Literacy Coaches, and Special Education Teachers. She meets with Literacy Coaches biweekly at a minimum and attends PLC and School BILT (Building Instructional Leadership Teams) and Principal Meetings by request and when content pertains to the role.

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

Wayzata Public School District (0284-01) Local Literacy Plan is posted on the district website at https://www.wayzataschools.org/district/teaching-learning/plans-reports

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.

Wayzata Public School District (0284-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Wayzata Public School District (0284-01) 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	We use the full FastBridge earlyReading composite plus the MDE required additional assessments.
	Grade 1	Vendor Composites using vendor benchmarks	We use the full FastBridge earlyReading composite plus the MDE required additional assessments.
	Grade 2	Vendor Composites using vendor benchmarks	We use the full FastBridge earlyReading composite plus the MDE required additional assessments.
	Grade 3	Vendor Composites using vendor benchmarks	We use the full FastBridge earlyReading composite plus the MDE required additional assessments.

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

Yes

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 Wayzata Public School District (0284-01) 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 4	1 time per year	Vendor Benchmark
	Grade 8	1 time per year	Vendor Benchmark
	Grade 5	1 time per year	Vendor Benchmark
	Grade 9	1 time per year	Vendor Benchmark
	Grade 10	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 11	1 time per year	Vendor Benchmark
	Grade 12	1 time per year	Vendor Benchmark
	Grade 7	1 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:

- Sentence Processing
- Reading Comprehension

Wayzata Public School District (0284-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Wayzata Public School District (0284-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Moving into Year 2 of Capti ReadBasix, we intend to refine our gated process for grades 4-12. We'll also be moving forward with all six subtests in 2026-2027 as required. Additionally, we are working on refining our response to the new data acquired through the assessment and seeking to use selected subtests within our progress monitoring system. This will include refining practices both in Tier 2 and Tier 3 following robust Tier 1 instruction. Professional Learning and the Teaching and Learning team will support this process.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Wayzata Public School District (0284-01) 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	900	704	903	570	900	595
1st	913	636	910	610	904	635
2nd	999	702	992	677	991	685
3rd	1028	793	1032	726	1031	728

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 Wayzata Public School District (0284-01) 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.

Wayzata Public School District (0284-01) 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	928	10
1st	933	142
2nd	1021	152
3rd	1059	97

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

Wayzata Public School District (0284-01) 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 Wayzata Public School District (0284-01) 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	1065	1054	243	0	172	18
5th	970	958	200	0	141	17
6th	1070	1056	143	0	113	43
7th	1020	1009	158	0	92	57
8th	1047	1023	238	0	106	46
9th	1041	1041	63	0	34	8
10th	1079	1079	44	0	19	7
11th	1006	1006	61	0	16	12
12th	913	913	10	0	7	14

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.

Wayzata Public School District (0284-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Wayzata Public Schools is using the MnMTSS framework to implement a multi-tiered system of supports. The district MTSS leadership team has participated in MnMTSS professional learning cohorts for two years and is in the process of continual refinement in order to make system-wide improvements, including recording interventions, data collection, and decision-making. The MTSS leadership team has attended MnMTSS professional learning and completed the Self-Evaluation of MnMTSS for District Leadership (SEMI-DLT). Some of the components that have been identified for improvement include, evaluating data systems that would provide enhanced tools for data use in our tiered instructional model, continuing to build cohesion in our system in terms of WRAP (student support) teams and referral process, implementing culturally responsive instruction, and asset based approaches to student and teacher learning. Following the required screening process, Wayzata conducts additional diagnostic assessments to match intervention to student needs. Using state-approved intervention resources, we implement Tier 2 and Tier 3 interventions based on students' strengths and needs demonstrated through each child's history and current assessment profile. Literacy Specialists Elementary Literacy Specialists meet to select students based on common data sets in the fall. Throughout the year, they meet both as a full team and in building PLCs to continue analyzing student trajectories based on FastBridge and additional formative data and use that information to stay or change the course in interventions. MS: Literacy Specialists meet quarterly to review data as a PLC and determine if students are making progress or need intensification. We also met mid year to look at the collective data and discuss adjustments to instruction as a program (i.e. reminding teachers to use Skill Builders to assess student learning outside of the Lexia platform). Building Teams MS Building: Review data after Winter Fastbridge to determine who may need to enter or exit interventions. Capti response team reviewed building data, added students to intervention, and at EMS built flexible groups. HS: Needs improvement. PLCs PLCs meet weekly and meetings include data-based decision making based on common goals centered on the standards. Implementation is inconsistent depending on the PLC. Many PLCs use data weekly from common formative assessments, and others do not. MS/HS: inconsistent, more PL support is needed. MS has been working on Essential Learning and common assessments this year. PLCs meet weekly - for 30 minutes at WHS. What curriculum gaps are teachers to fill? How do we know? MS: Capti results suggest we need more direct instruction in vocabulary and morphology. We plan to add this for 26-27. We also need to implement common assessments consistently in order to better identify gaps in the future. HS: Needs improvement. We implemented Pre-AP I&II this year; teachers focusing on intentional scaffolding so students can read and write independently. We need to reflect on implementation. How do we measure? MCA?

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

Through the Professional Learning Community (PLC) process and with support from district literacy leaders, teams have identified essential learning and are using unit success criteria and a variety of assessment tools to determine the success of Tier I instruction. These assessment tools include, exit slips, observation, questioning, conferring, writing, discussion, comprehension checks and student response to reading. PLCs are also sharing the work of intensifying Tier I instruction and methods for identifying students who may need Tier 2 support. We have curated a set of culturally responsive protocols for teachers to use to enhance Tier 1 instruction. Principals and literacy coaches work with teams to support alignment/fidelity to effective, responsive instructional practices. Pacing guides and unit planning documents help teachers teach the curriculum with fidelity to the standards and their students, ensuring alignment between instructional content, strategies, and MDE ELA Standards.

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

Wayzata Public Schools has implemented FastBridge Literacy Screeners in grades K-12 as required by the READ Act. The FastBridge aReading test is administered to all students in grades 2-8. Students who score in the "Some Risk" or "High Risk" range on the screeners are further assessed to determine if the student needs Tier 2 or Tier 3 support in the area of reading. Based on specific criteria and multiple legs of data, students are then matched with targeted reading interventions. K-5 We have a common process for Tier 3 identification. All assessments and criteria across the system are common and principals and directors have access to the data and rationale for decision-making. Literacy Specialists meet with teacher teams with a common presentation to describe the identification process, share the students that were selected for Tier 3 interventions, and make recommendations for Tier 2. Next year we need to work on improving transparency and consistency in this area. The common student selection workshop in September has helped with this process, but there is room for improvement. 6-8 We have a common process for Tier 3 identification based on screening data, historical data, and diagnostics. Literacy specialists in partnership with district staff lead the work. We need to improve communication with principals and WRAP teams to ensure all understand the process. District staff will meet with the WRAP teams in the fall to align our work. 9-12 This process is being updated this year to be more consistent. For fall 2026, we have aligned the screening criteria across Gr4-12 and the district office is supporting building staff at the MS and HS in identifying students.

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:

In elementary, we use the suite of FastBridge progress monitoring tools for grades K-12 depending on identified needs and respond to data in an ongoing manner, responding to data to regularly make modifications to student plans. Depending on the grade-level and student profile, this may include tools from earlyReading, CBM Reading, CBM with Comprehension, and next year will include specific subtests within the Capti ReadBasix system. Interventionists select interventions in regular cycles and provide time to be responsive within a given intervention while also allowing time for the intervention to foster student learning before switching gears. Six to seven week cycles of analysis are typical, with regular modification and feedback within the select intervention during that cycle. 6-8: Tier 3 intervention uses Lexia Power Up to monitor progress and data is collected each time students work in the program. Specialists were also advised to use CBMreading or CBMreading+COMP to monitor outside of the program every two weeks. However, there was some inconsistency in implementation across the three buildings. Tier 2 is in early stages of implementation. For the pilot groups at EMS, we are readministering Capti Word Recognition strand assessment after the intervention. Within the intervention, teachers have access to a "Speed Drill" to monitor automaticity, which is given weekly. 9-12 Tier 3 intervention uses Read 180 to monitor progress. Data is collected every time students enter into the program. More work is needed to support high school.

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

Students exit Tier 2 or 3 intervention when assessments indicate that they are able to engage in grade level work and no longer show some or high risk. After exiting Tier 3 intervention, students continue to receive support through Tiers 1 and 2 as appropriate. Processes differ slightly between K-5 and 6-12 exiting from intervention based on structure of school day learning and assignment to term and semester courses. At the elementary level, there is a process in place for fading the intervention that includes collaboration between classroom teacher and interventionists and also corroboration of data across multiple points. Similar data is used at exit as compared to entry in order to confirm progress demonstrated on daily work and progress monitoring assessments. At the secondary level, the process is similar but different structurally as students are scheduled to intervention classes, so following an assessment review the student will move to a different elective course and be monitored to ensure classroom success and determine if responsive and scaffolded instruction may be required within the Tier 1 classroom.

Continuous Improvement for Data-Based Decision Making for Action

Wayzata Public School District (0284-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

We will be planning to incorporate Capti ReadBasix into our full-year plan for progress monitoring and working to continue our learning in this assessment along with districts across the state. The use of specific subtests based on student profiles and interventions will be added to our assessment toolbelt. As recommended by the vendor, we will progress monitor some skills at six week intervals rather than weekly and biweekly as we do on specific subskills within the FastBridge suite of assessements.

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 Wayzata Public School District (0284-01) 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	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 1	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 2	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 3	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 4	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 5	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 6	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 7	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 8	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 9	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 10	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 11	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.
Grade 12	2 times per year	Other - We use digital messaging, parent teacher conferences, and letters sent home.

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

Continuous Improvement for Parent Notification

Wayzata Public School District (0284-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

During the 2026-2027 school year, we will make changes to parent notification based on the additional information we'll have from full administration of the Capti ReadBasix six subtests. Our notification will now also include where parents will find results in Skyward along with other standardized assessment results.

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) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Wayzata Public School District (0284-01), 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
Collaborative Literacy, K-2, 2021; 3-5, 2023 (Minimally Aligned)	Comprehensive	Kindergarten	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	120
	Comprehensive	Grade 5	120

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
We have curricular resource selection processes that are facilitated at the district level through the Teaching and Learning team. Any time a change or an update is made to curricular materials, we involve a variety of stakeholders as a guiding coalition to make decisions in the best interest of our students. Guided by the Wayzata mission and vision for student experience and student learning, we examine research alongside district data in order to analyze needs. We have district staff who regularly attend MDE ELA and District Literacy Lead meetings in order to stay updated on curricular goals linked to standards work.
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
This varies and has been in refinement, but it's a cyclical process that begins with learning and determining a clear vision and student-focused priorities. During the selection process, teachers pilot the curriculum, analyze teacher needs for training and support, and make recommendations for the full roll out. Training often involves both district staff and curriculum vendors. We have Instructional Coordinators and Literacy Coaches at the elementary level that support the process of understanding the shifts in the curriculum and ensuring standards alignment. Department chairs and associate principals partner with coordinators at the secondary level to support PLCs and classroom

implementation. Literacy Coaches, Leadership Teams, and Instructional Coordinators partner to craft unit plans with standards alignment and also bring that to the PLC level so that teachers are involved in and clear on that process. ft unit plans with standards alignment and also bring that to the PLC level so that teachers are involved in and clear on that process.

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 Wayzata Public School District (0284-01) 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
Lexia PowerUp	Tier 2 & 3	Grade 6	39
	Tier 2 & 3	Grade 7	39
	Tier 2 & 3	Grade 8	39
Orton Gillingham	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
READ 180	Tier 3	Grade 9	80
	Tier 3	Grade 10	80
	Tier 3	Grade 11	80
	Tier 3	Grade 12	80
Other Resources - Morphology + (IMSE Orton-Gillingham)	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
Other Resources - SIPPS (Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words)	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - SIPPS (Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words)	Tier 3	Grade 4	30
	Tier 3	Grade 5	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Wayzata Public School District (0284-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$0

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

$504,243

READ Act Literacy Aid

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

Wayzata Public School District (0284-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$504,243

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
MDE approved READ Act professional development	Literacy Aid Funds
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Employing a reading intervention specialist	Literacy Aid Funds
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Literacy Aid Funds
Evidence-based literacy intervention 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.

Wayzata Public School District (0284-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/05/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Wayzata Public School District (0284-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

06/03/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

As per the READ Act webpage, districts and charter schools will include a plan in their local literacy plan submission that is due on June 15th of each year on how they plan to support educators who have not achieved 80% in reaching proficiency. We haven't had this occurrence yet as we have highly supported our teachers through communication, clear plans, and internal supports. If/when we do have this occur, we will support our teachers at both the district and building level with professional learning, literacy and peer coach support, and develop that personal plan along with the teacher in need of the 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:

At the elementary level, teachers meet in PLCs and use student data based on structured literacy practices to assess their student growth. Literacy Coaches and, at times, instructional coordinators sit in on PLC meetings to discuss practices, examine student growth, and plan for next actionable steps. Kindergarten, first, and second grade teachers are trained in Orton-Gillingham as are Literacy Specialists and Special Education teachers. At the elementary level, we have literacy coaches who are trained in O-G by the district Level 5 Orton-Gillingham trainer. Those coaches support practice at the PLC level and bring conversations and needs to biweekly meetings with instructional coordinators. Our E-12 Instructional Coordinator for Literacy and Dyslexia services observes and provides feedback to Literacy Interventionists

on implementation of curricula aligned to Structured Literacy principles. We can improve the fidelity data being collected - this is a goal for the upcoming year as we're working on Learning Walks and supporting principals in look-fors for the principles of Structured Literacy described in this question. We collect teacher feedback following professional learning in this area to determine clarity of goals, confidence in strategies, and seek feedback for next steps. We use this data from teacher feedback to inform planning for professional learning. Secondary teams have developed unit plans, including skill progressions based on the newly implemented curriculum. Throughout the year, teams are meeting to reflect on the fidelity of implementation and whether goals are being met. Next year, we will be participating in OL&LA training, which will help our teams ensure our literacy instruction is systematic, sequential, explicit, and diagnostic evidence-based. We have made a time commitment to provide time to reflect and refine our instructional practices. In secondary intervention, we have reflected on data cycles using Lexia. Teachers met as a Professional Learning Community (PLC) to monitor student progress, compare data across multiple assessments, and discuss instructional adjustments. Next year, we plan to provide more structured data-cycle discussions for grades 6-12 to ensure students are making consistent progress within the intervention.

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:

At the elementary level, we have feedback loops in place between Literacy Leadership teams, Literacy Coaches, PLCs, and Instructional Coordinators to help us understand coaching and professional learning needs. This feedback is typically gathered through google forms, conversation and recording of notes during Leadership Teams and PLCs, and through Instructional Coordinator School Visits to Intervention Teams. Improving actionable data collection is an area of growth for next year. In grades 6-12, we do not have Literacy Coaches, but we do have peer coaches to support job-embedded learning for language arts teachers. Our secondary instructional coordinator has led trainings on morphology and syllabication that provide explicit modeling and evidence-based instruction for language arts teachers responsible for teaching reading.

The following changes in instructional practices have impacted students:

We have made significant shifts in foundational literacy instruction within K-2 classrooms by integrating Orton-Gillingham methodology into Tier 1 core instruction alongside the CCC curriculum. This intentional alignment strengthens explicit and systematic instruction in foundational reading skills while providing students with increased opportunities to develop phonemic awareness, phonics knowledge, decoding skills, and overall literacy proficiency within core classroom instruction. Teachers collaborate weekly within PLC structures to analyze student learning, reflect on instructional practices, and identify next instructional steps. Through these collaborative processes, teacher teams have noted positive shifts in student learning outcomes this year compared to previous years, particularly in foundational literacy development and early reading acquisition. In addition to learning through OL&LA, teachers have participated in district professional learning focused on syllabication and morphology to deepen instructional practices related to word recognition and decoding development. Educators in grades 2-5 have reported positive impacts on students' decoding abilities as instructional practices have become increasingly aligned and research-based across grade levels. To monitor student growth and inform instructional decision-making, teachers administer grade-level

appropriate components of the CORE Phonics Survey to validate instructional impact, identify student strengths and areas for growth, and determine actionable next steps for instruction and intervention. Teacher teams regularly review weekly and biweekly student data to monitor progress over time, adjust instructional approaches, and strengthen responsiveness to learner needs. This ongoing cycle of professional learning, implementation, assessment, and collaboration continues to build educator capacity while strengthening literacy outcomes for students across grade levels. that demonstrates students are learning from this instruction and also transferring the learning to their daily reading and writing skills.

Wayzata Public School District (0284-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

In partnership with our Equity and Inclusion team and Instructional Coordinators, we support teachers in implementing culturally responsive practices and in recognizing and responding to students whose cultural experiences and norms may differ from their own. Through ongoing professional learning focused on cultural behaviors and culturally responsive instructional practices, teachers are strengthening their ability to build bridges across cultures, foster belonging, and elevate student voice and status within the classroom by honoring and valuing a variety of cultural perspectives and norms. To further support this work, Instructional Coordinators developed a collection of culturally responsive classroom protocols and resources that encourage teachers to consider diverse cultural behaviors and learner needs when selecting instructional strategies and designing opportunities for student engagement and response. These tools are intended to strengthen equitable access to learning while supporting meaningful participation for all students. This work remains an ongoing district priority supported collaboratively through Teaching and Learning, Equity and Inclusion, Peer Coaches, Literacy Coaches, Instructional Coordinators, and building-level teams. Within PLC structures and content area planning, teacher teams analyze the range of learner needs represented in classrooms, collaboratively identify culturally responsive instructional strategies, and reflect on student response to selected practices and protocols. This continuous cycle of learning, implementation, and reflection strengthens instructional responsiveness and supports learning environments where students feel valued, engaged, and positioned for success.

Wayzata Public School District (0284-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead 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):

For Phase One Teachers, we will build on OL&LA training and also begin the next new teacher cohorts. This will be embedded into professional learning days, coaching work, and the PLC process. We have a Literacy Toolkit that teachers use to identify interventions. We will continue supporting teachers in using this tool more fluidly during PLCs and building WRAP meetings. Our instructional match document embedded within the toolkit will be part of the learning next year to improve efficiency and accuracy in selecting interventions. In 2024-2026, we updated to the new CCC Curriculum, which includes reading, writing, and word study. Word Study is greatly improved and has new content

aligned to the standards. We will continue supporting the professional learning that we began upon curriculum rollout and move forward with identifying success criteria within units, aligned to standards. New teachers will receive curriculum training during Workshop Week and in after school sessions throughout the year. New teachers have mentors, peer coaches, and literacy coaches to support them by coaching and providing feedback, modeling, and conferencing on the literacy curriculum, and clear links to the standards through unit planning guides. For Phase Two teachers, teachers will be engaging in OL&LA Secondary and the district will provide processing time for PLCs to reflect and apply the learning. We are adding morphology instruction into Tier I at the middle school and explicit vocabulary instruction into the high school curriculum for next year. Middle school teachers will partner with literacy specialists to learn and implement small, flexible group interventions in addition to our pull-out Tier III interventions already in place.

Continuous Improvement for Professional Development Plan

Wayzata Public School District (0284-01) will make the following changes to the professional development plan for the 2026-27 school year:

As an ongoing and iterative process, we will continue refining and updating our professional learning plan. Professional learning opportunities will include district professional learning days, staff meetings, literacy coach support, leadership teams, peer coaching, instructional coordinators, and a continued focus on improving learning through the PLC process. During the 2025-2026 school year, our district focused heavily on PLC Question 2: How will we know if they've learned it? This work centered on strengthening standards alignment and success criteria. Moving forward, we will extend this learning by more intentionally connecting it to Tier 2 and Tier 3 intervention systems and the instructional matching work that has been a focus throughout this year. We are also introducing a new role that expands coaching and professional learning opportunities: Belonging and Achievement Partner Teachers. These educators will partner with classroom teachers in six-week learning cycles, providing support through co-teaching and collaborative instructional practices. This new model will become an integrated component of our professional learning plan as we continue building educator capacity and strengthening literacy instruction across the district. Another area of professional learning for the 2026-2027 school year will be continuing the work we've engaged in for the past 3 years with the Center for Educational Leadership, which has included leader learning and a coaching academy. Next year we'll continue the focus of Learning Walks within buildings.

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)	81	81	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	115	115	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	28	0	2
K-3 Classroom teachers	197	197	0	0
K-12 Teachers holding English as a second language licenses	17	17	0	0
K-12 Reading Intervention Teachers	23	23	0	0
K-12 Special Education educators responsible for foundational reading instruction	101	0	0	0
Pre-K through grade five Curriculum Directors	5	5	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	3	3	0	0

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	60	0	60	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	60	0	60	0
Employees who select literacy instructional materials for grades 6-12	6	0	6	0
Grades 6-12 Curriculum Directors	3	3	0	0
Grades 6-12 instructional support staff who provide reading support	4	4	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).

124

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.

Wayzata Public School District (0284-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Wayzata Public School District (0284-01) has participated in MDE MnMTSS professional learning:

Yes

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

Wayzata Public School District (0284-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

In the 26-27 school year we will be focusing our MTSS work on three areas: 1) Deepen the impact of collaboratively linked teams by establishing clear success criteria linked to our implementation tools (e.g. Site and Department Growth Plans, PLC IC Map, CEL structures, professional learning, and MnMTSS practices) to improve student outcomes. 2) consistently engage in the PLC process to ensure equitable, culturally responsive, and standards-aligned Tier 1 instruction 3) cultivate collective capacity around multiple levels of data As a district, we are making intentional shifts that connect the PLC process and our collaboratively linked teams through utilizing data cycles in a more predictable and intentional manner. This will be done in partnership with principals, as we build our collective capacity to utilize Abre to inform system and instructional shifts.

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.

Wayzata Public School District (0284-01) does not include a DLI Program