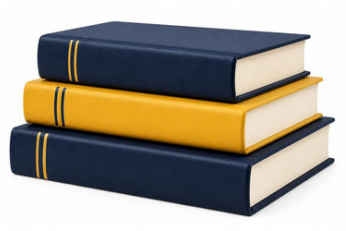
Wayzata Literacy Program

WAYZATA PUBLIC SCHOOLS

Excellence. For each and every student.

The mission of the Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society. We know that literacy is the foundation for success in school and in life. Our culturally responsive approach to reading instruction is aligned to Structured Literacy practices, and integrates speaking, listening, reading, and writing.

Minnesota Reading to Ensure Academic Development (READ) Act



The READ Act was passed and signed into law in May of 2023. The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learner and students receiving special education services in achieving their individualized reading goals, ensuring they meet grade-level benchmarks.

Wayzata is committed to meeting and exceeding the goals of the READ Act through all areas of impact: curriculum and instruction, professional learning and staff expertise, assessment and intervention, and family communication. For us, it's about more than meeting the requirements of legislation: it's about fulfilling of our mission for each and every.

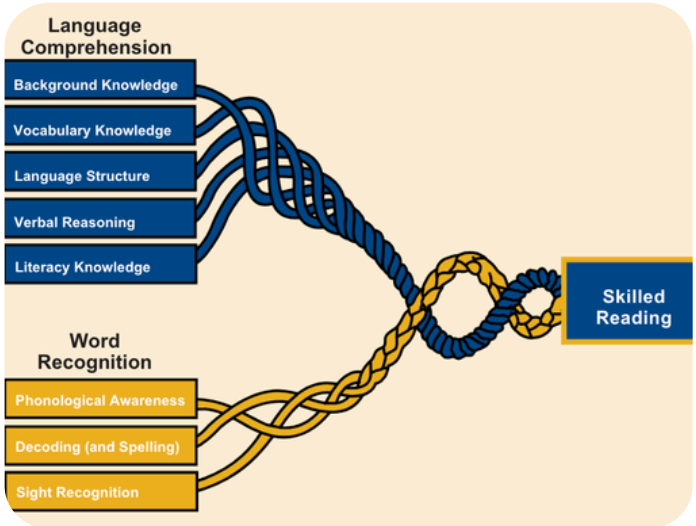
Core Reading Curriculum and Instruction

The District's reading curriculum was developed by the Center for the Collaborative Classroom (CCC). For a comprehensive approach, we use all aspects of both the Being a Reader and Being a Writer program, which includes evidence-based practices in all five pillars of reading: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension.

In addition, Literacy Specialists, Literacy Coaches, Special Education teachers, and K-2 teachers have received advanced training in Orton-Gillingham methodology. This advanced training supports teachers in using multi-modal instruction to enhance the classroom curriculum to respond to the needs of the students they impact daily.



Scarborough's Reading Rope: Language Comprehension & Word Recognition



The Reading Rope is a visual first used by Dr. Hollis Scarborough in 2000 to demonstrate the complex process of how language comprehension and word recognition weave together to support a reader in becoming increasingly skilled and strategic in their reading.

In the Wayzata Schools, students actively participate in instruction in all areas of language comprehension and word recognition in the general education classroom. We work within a model of student-strengths in order to harness each child's assets and current understandings, intentionally linking strengths to next steps in their learning.

Our Commitment to Each and Every Student Through the READ Act and Beyond

Professional Learning and Staff Expertise

Professional learning in Wayzata is an ongoing commitment to continuous improvement. To align with the READ Act, K–5 classroom teachers, literacy interventionists, special education teachers, multilingual educators, and secondary teachers providing reading instruction participate in the state-approved Online Language and Literacy Academy (OL&LA).

K–2 teachers, special education staff, literacy specialists, and literacy coaches also train in Orton-Gillingham (O-G) methodology. Literacy coaches provide job-embedded learning, working alongside teachers to strengthen instruction and student outcomes.

Wayzata builds capacity through an internal O-G Trainer and Structured Literacy Dyslexia Specialist. By providing in-house O-G and Morphology training, we foster deeper collaboration and job-embedded profesional learning using evidence-based strategies in daily classroom practice.

From Early Learning through Grade 12, educators continue to grow through Professional Learning Communities (PLCs), Peer Coaches, Literacy Coaches, and Teaching and Learning leadership.

Assessment: Screening and Progress Monitoring

Wayzata utilizes all required MDE-approved Screeners in grades K-12 in order to determine needs, identify students with characteristics of dyslexia, and determine appropriate supports. While screening measures are an important part of a comprehensive assessment system, interventionists and teacher teams utilize formative and diagnostic assessments to learn more about each student's learning profile. This assists teachers in selecting adaptations, accommodations, and interventions within a multi-tiered system of supports. Progress monitoring tools are specifically selected to measure goal areas for each child so that response data informs next instructional moves.

Intervention Services

Based on screening and diagnostic data, students may receive Tier 2 or 3 interventions through the classroom teacher or a Literacy Specialist. Using consistent guidelines regarding service frequency, duration, programming, and group size, students are matched with intervention services to meet their level and type of literacy need. Literacy Specialists use progress monitoring tools consistently in order to determine whether to stay the course, make adjustments, or change the intervention. The goal of intervention services is to accelerate and change the learning trajectory for a child, helping them fully participate in classroom instruction alongside their peers.

Family Communication and Access to Data

Families are critical partners in learning about and supporting each and every special child in our schools. Our goal is to partner with families by communicating assessment results and explaining how information informs the school's instructional response. Screening results are shared in Skyward, and progress monitoring and other formative information is shared by classroom teachers and Literacy Specialists. Families are invited to attend conferences twice per year as well as other opportunities as requested.

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