Minnesota READ Act Literacy Plan

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

For

Trio Wolf Creek Distance Learning (4095-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Trio Wolf Creek Distance Learning (4095-07). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2025). 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 (2025).

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1. Read Act Goals

District or Charter School Literacy Goals

Trio Wolf Creek Distance Learning (4095-07)'s literacy goal(s) for the 2025-26 school year:
Student Achievement Goal: At least 80% of comprehensively enrolled students in grades 9-10 will demonstrate reading at grade level through FastBridge aReading or will meet their annual individual growth goal in reading, by not being identified in an at-risk category.

Screening Goal: TRIO Wolf Creek Distance Learning Charter School will learn about and implement Capti ReadBasix, the state-approved dyslexia screener for students in grades 4-12.

Training Goals:
Phase 1 educators will complete training in a state-approved program (CORE OL&LA).
Paraprofessionals who support reading will complete training.
A training program will be identified and a plan outlined for Phase 2 educators.

The following was implemented or changed to make progress towards the goal(s):
ELA and special education staff have done a lot of work this year to align units of instruction with the 2020 MN ELA standards. This has resulted in staff deepening their understanding of the standards and in all students having access to the standards. The team also wrapped up a review of intervention options, choosing Lexia PowerUp as a final choice. They are prepared to implement beginning in the 26-27 school year.

TRIO Wolf Creek staff learned about the Capti ReadBasix assessment through the professional development offered by the Capti. Students were administered a Step 1 screener and scores were reviewed to determine who should take the Capti ReadBasix assessment. The test was administered to those students. Data from the Capti ReadBasix assessment was reviewed with a Capti rep and the school team.

Finally, 100% of Phase 1 staff completed their state-approved training program (CORE OL&LA). 100% of paraprofessionals who support reading completed their paraprofessional literacy training. A training program for Phase 2 educators was identified and those educators were enrolled.

The following describes how Trio Wolf Creek Distance Learning (4095-07)'s current student performance differs from the literacy goal detailed in the READ Act:

The READ Act has the goal of every child reading at grade level every year. Currently 85% of students enrolled at TRIO Wolf Creek Distance Learning either did not take the FastBridge aReading assessment or met target on that assessment. Fifteen percent of enrolled students were below target.

Trio Wolf Creek Distance Learning (4095-07)'s literacy goal(s) for the 2026-27 school year:
Training Goal: By January 2027, 100% of identified staff will complete a Phase 2 MDE-approved training program.

Student Achievement Goal: By June 2027, 80% of enrolled students who take the Capti ReadBasix assessment will show literacy skill attainment by either A) scoring above 250 on all measures OR B) making at least six points of growth from fall to spring on at least one subtest.

The Local Literacy Lead, Beth Hillerns, for Trio Wolf Creek Distance Learning (4095-07) has an FTE of .03

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
The DLL interacts with TRIO Wolf Creek leadership on an as-needed basis. Examples of engagement have included planning for screening procedures, organizing professional learning, and intervention selection.

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

Trio Wolf Creek Distance Learning (4095-07) Local Literacy Plan is posted on the district website at
https://wolfcreekhs.org/

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.

Trio Wolf Creek Distance Learning (4095-07) - Does not serve students in grades K-3 at this organization.

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 Trio Wolf Creek Distance Learning (4095-07) 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 9	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 2
FastBridge CBMReading	Grade 9	1 time per year	District set benchmarks - The district used a 150 WCPM cutoff; students scoring below this were administered Capti ReadBasix.
	Grade 10	1 time per year	District set benchmarks - The district used a 150 WCPM cutoff; students scoring below this were administered Capti ReadBasix.
	Grade 11	1 time per year	District set benchmarks - The district used a 150 WCPM cutoff; students scoring below this were administered Capti ReadBasix.
	Grade 12	1 time per year	District set benchmarks - The district used a 150 WCPM cutoff; students scoring below this were administered Capti ReadBasix.
FastBridge aReading	Grade 9	2 time per year	Vendor Benchmark

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 10	2 time per year	Vendor Benchmark
	Grade 11	2 time per year	Vendor Benchmark
	Grade 12	2 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

Trio Wolf Creek Distance Learning (4095-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Trio Wolf Creek Distance Learning (4095-07) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

TRIO Wolf Creek will use Capti ReadBasix as a Step 1 screener for the 2026-27 school year; it will be administered in fall and spring with an optional winter administration.

Determination of who is not reading at grade level will include the following:

IEP - All students with IEPs. (Test both math and reading.)

ADSIS - All students receiving ADSIS intervention (both academic and behavior)**

Non-ADSIS academic intervention - Students receiving a non-ADSIS academic intervention. (Test students in the subject where they are receiving services.)

Non-ADSIS behavior intervention - screening is optional. Use Capti ReadBasix and/or FastTrack Math if it would support decision-making.

Below proficiency in the academic area - indicated by a pattern of below target performance on two or more standardized assessments, which could include MCA, aReading, aMath, and/or Capti ReadBasix.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Trio Wolf Creek Distance Learning (4095-07) 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	0	CTSTR	0	CTSTR	0	CTSTR
1st	0	CTSTR	0	CTSTR	0	CTSTR
2nd	0	CTSTR	0	CTSTR	0	CTSTR
3rd	0	CTSTR	0	CTSTR	0	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Trio Wolf Creek Distance Learning (4095-07) 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.

Trio Wolf Creek Distance Learning (4095-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - Grade Levels Not Served

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
1st	0	CTSTR
2nd	0	CTSTR
3rd	0	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

Trio Wolf Creek Distance Learning (4095-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Grade levels not served

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Trio Wolf Creek Distance Learning (4095-07) 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	0	0	0	CTSTR	CTSTR	0
5th	0	0	0	CTSTR	CTSTR	0
6th	0	0	0	CTSTR	CTSTR	0
7th	0	0	0	CTSTR	CTSTR	0
8th	0	0	0	CTSTR	CTSTR	0
9th	20	18	4	CTSTR	CTSTR	0
10th	46	25	5	CTSTR	CTSTR	0
11th	77	9	6	CTSTR	CTSTR	0
12th	79	2	8	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.

Trio Wolf Creek Distance Learning (4095-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The problem solving data template and monthly MTSS or problem solving meeting occur with the entire staff and support staff members to ensure that we are collecting data on needed interventions, changes in interventions, and needs to exit a student.

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

Tier 1 indicators include work completion, passing of courses and obtaining standards of comprehension as measured by formative assessments and proficiency on aReading/Capti ReadBasix.

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

Students may be referred by school staff for progressively more intensive intervention supports based on multiple convergent data sources that include poor course work completion, failing course grades, and weak scores on Capti ReadBasix.

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:

Student progress monitoring data is reviewed approximately monthly. After 6-8 data points, using professional judgement and a visual analysis of progress compared to the goal, a team will determine if intensification is needed, following guidance on this document: https://drive.google.com/file/d/1JFqz8_39Hj2q1KYmpmV5ngmST9JFuGEA/view

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

The ability to exit MTSS occurs when we see indicators that match Tier 1 support indicators, including course completion.

Continuous Improvement for Data-Based Decision Making for Action

Trio Wolf Creek Distance Learning (4095-07) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

While we don't anticipate any changes to overall decision-making processes and procedures, we are shifting from Capti ReadBasix as a Step 2 to a Step 1. This will shift our criteria from a reliance on aReading to focusing on Capti ReadBasix results for students identified as not reading at grade level. Further, as the team becomes more adept at interpreting Capti ReadBasix results for students, we anticipate there may be additional changes to decision-making as we focus on continuous improvement.

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 Trio Wolf Creek Distance Learning (4095-07) 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
Grade 9	1 time per year	Digital messaging
Grade 10	1 time per year	Digital messaging
Grade 11	1 time per year	Digital messaging
Grade 12	1 time per year	Digital messaging

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

As a district serving grades 9-12, we are including the student's proficiency and reading related services currently provided. It is our understanding that this more than meets statutory requirements.

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

- Parent teacher conferences

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.

Trio Wolf Creek Distance Learning (4095-07) does not serve grades K-5.

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 Trio Wolf Creek Distance Learning (4095-07) 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
Other Resources - Reading Plus	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30

Continuous Improvement for Litearcy Intervention Resources

Trio Wolf Creek Distance Learning (4095-07) will make the following changes to literacy intervention resources for the 2026-27 school year:

The district has selected Lexia PowerUp as an intervention resource for Tier 2 and 3 to be implemented during the 2026-27 school year. Currently students are expected to complete two 30-minute sessions on Reading Plus; with the shift to Lexia PowerUp, that time will be increased, but the exact time expectations are still to-be-determined.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Trio Wolf Creek Distance Learning (4095-07) 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:

$0

READ Act Literacy Aid

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

Trio Wolf Creek Distance Learning (4095-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

$7,388

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

$6,678

The plan to spend down the remaining funds are as follows:

Funds will be spent on stipends for teachers completing literacy professional development, contracting with a District Literacy Lead, and approved literacy screeners.

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
Other, explain below - none - developed a plan for future spending	Read Act Literacy Aid

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.

Trio Wolf Creek Distance Learning (4095-07) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

10/03/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Trio Wolf Creek Distance Learning (4095-07) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

12/11/2026

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:

The teacher will meet with District Literacy Lead within 6 weeks to make a learning plan based on relevance for their position and targeted areas from unit assessment scores. The learning plan will include at least one learning activity (e.g. webinar; article; podcast) and a written reflection on what was learned, to be completed within a specified timeline. Following completion of those activities, a final meeting with the teacher, District Literacy Lead, and the supervisor will be held to discuss the teacher's learning.

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:

Currently, fidelity data is not being collected. When considering fidelity data in the future, we will need to consider the unique online setting of TRIO Wolf Creek Distance Learning and ensure that whatever fidelity tools are used will accurately capture the instruction happening and provide helpful, actionable information that makes sense for our context.

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 is not applicable as fidelity data is currently not being collected. However, TRIO Wolf Creek teachers have access

services coordinators who can provide limited coaching through their contract with the St. Croix River Education District.

The following changes in instructional practices have impacted students:

At this point, as a 9-12 school, we have seen a limited impact on student outcomes. Our special education teachers recently completed training, and our Phase 2 teachers have just begun training. At the 9-12 level, not all of our students complete a screening measure as many are locally determined to be reading at or above grade level. However, of students with IEPs who completed both a fall and spring screening (a small sample size), 75% showed typical or aggressive growth according to FastBridge for the 25-26 school year. This is an improvement over the 44% (23-24) and 40% (24-25) from the two prior years.

Trio Wolf Creek Distance Learning (4095-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

TRIO Wolf Creek Distance Learning Charter School has been working with RTS (Resource Training Solutions) to focus on UDL (Universal Design for Learning) to make sure the online curriculum meets the needs of all of our students. The staff participated in bias training with Kinect Ed at the start of the year. We also altered our teacher evaluation to include the 8 competencies for culturally responsive teaching.

Trio Wolf Creek Distance Learning (4095-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead 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):

At this time, district professional learning is focused on completing the MDE-approved Phase 2 training program.

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

Employees who select literacy instructional materials for grades pre-K through grade five	0	0	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	2	0	2	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	1	0	1	0
Grades 6-12 instructional support staff who provide reading support	1	1	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).

1

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.

Trio Wolf Creek Distance Learning (4095-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Trio Wolf Creek Distance Learning (4095-07) 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.

Trio Wolf Creek Distance Learning (4095-07) does not include a DLI Program