

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Hawley Public School District (0150-01)

Date Submitted to the State 05/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Hawley Public School District (0150-01). 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

Hawley Public School District (0150-01)'s literacy goal(s) for the 2024-25 school year:

The district is working to complete science of reading training for all Phase 1 reading educators through either LETRS or OL&LA. The district is continuing to enhance its multi-tiered systems of support (MTSS) by providing intervention services to students who may need additional targeted instruction.

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

The district provided Phase 1 educators professional development in LETRS & OL&LA and continued with the implementation of Personal Learning Plans for any student who was below grade level in reading in grades Kindergarten through Grade 6.

The following describes how Hawley Public School District (0150-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Currently, we are still working towards meeting the READ Act goal of having every student reading at or above grade level each year, beginning in kindergarten. While significant progress has been made, we recognize that there are still areas for growth. We continue to focus on personal learning plans to help students meet their grade-level proficiency. Our efforts are ongoing, and we are committed to refining our strategies to ensure that all students achieve the goal of reading at or above grade level.

Hawley Public School District (0150-01)'s literacy goal(s) for the 2025-26 school year:

Our goal is to ensure the successful completion of Science of Reading professional development for all Phase 1 teachers, equipping them with the knowledge and skills necessary to implement evidence-based literacy practices. Additionally, we will continue the implementation of personal learning plans for students reading below grade level, providing targeted support and strategies to help them reach grade-level proficiency in reading.

Hawley Public School District (0150-01)'s Local Literacy Plan is posted on the district website at:

<https://www.hawley.k12.mn.us/our-district/annual-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.

The table below details the screening tool used by Hawley Public School District (0150-01) 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:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	aReading
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	aRe

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Hawley Public School District (0150-01) 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	74	36	75	45	74	53
Grade 1	69	27	70	34	69	36
Grade 2	107	34	107	58	106	62
Grade 3	81	54	82	69	82	67

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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Hawley Public School District (0150-01) 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.

Hawley Public School District (0150-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

The following criteria was used to determine which students are 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	74	16
Grade 1	69	26
Grade 2	107	22
Grade 3	81	9

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

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

Hawley Public School District (0150-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

At the end of the 2024-2025 school year, 77% of our first grade students and 85% of our second grade students were at target on the nonsense word fluency measure. For this reason, during the 2025-2026 school year, we will be using a gated process to determine who will need to be administered the nonsense word subtest by looking at CBM-R Words Read Correct Per Minute and Accuracy rates.

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Hawley Public School District (0150-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	aReading	FASTbridge	30th percentile
	CBM-Reading	FASTbridge	vendor targets
	Nonsense Word Fluency	FASTbridge	33 wpm
Grade 5	aReading	FASTbridge	30th percentile
	CBM-Reading	FASTbridge	vendor targets
	Nonsense Word Fluency	FASTbridge	33 wpm
Grade 6	aReading	FASTbridge	30th percentile
	CBM-Reading	FASTbridge	vendor targets
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Hawley Public School District (0150-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

Screening tools are still being determined at the district level and will be in compliance with MDE's guidance.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Hawley Public School District (0150-01) 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. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	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	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	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

7. 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 Hawley Public School District (0150-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	1 time per year
Grade 8	Yes	1 time per year
Grade 9	No	
Grade 10	Yes	1 time per year
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Letter sent home with student
- Other - describe (Required)
 - Personal Learning Plans

The following content is included in the parent notification:

- 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

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

- Family engagement nights
- Parent teacher conferences

8. 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.

Hawley Public School District (0150-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

When a student is identified through our initial screening process as needing additional support, we conduct further diagnostic assessments to determine the most effective intervention. If a student shows signs of needing explicit instruction in phonological awareness (understanding and working with the sounds in spoken words), we use the Lake Agassiz Phonological Awareness Assessment. This tool helps guide our instruction across 20 specific phonemic awareness skills. If a student demonstrates a need for support in phonics (understanding the relationship between letters and sounds), we use the Lake Agassiz Phonic Screener. This tool helps us plan instruction focused on 17 different phonics skills. If a student shows strong skills in both phonological awareness and phonics, we may focus on fluency as the next step in their reading development.

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

Classroom teachers review student reading outcomes on a monthly basis within PLCs and WIN team meetings. However, there is currently no formal process in place for monitoring the fidelity of instruction or differentiation within Tier 1. The district will implement guidance on monitoring practices once it is released by the Minnesota Department of Education (MDE).

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

Entrance into Tier 2 supports is determined by screening and diagnostic data, while also considering the available resources for intervention. Individual and small-group interventions are provided by both reading interventionists and classroom teachers. Tier 3 supports are available for students who are not showing the expected rate of progress toward their goals. Referrals for Tier 3 are reviewed and monitored by the Teacher Assistance Team. At the high school level, Tier 3 supports may vary due to scheduling and resources.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

Progress monitoring data collection for students in Tier 3 occurs: Once a week

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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:

Progress monitoring with students receiving TIER 2 interventions happens at a minimum every other week.

Students receiving TIER 3 interventions complete progress monitoring on a weekly basis.

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

Students may exit Tier 2 intervention when they meet or exceed the next benchmark target on two or more occasions, with no decline below the goal line in the last five progress monitoring data points. After exiting, progress monitoring continues for at least two additional data points to ensure continued growth. Students may exit Tier 3 intervention when they score at or above the 25th percentile for the upcoming benchmark target on two or more occasions, with no decline below the goal line in the last five progress monitoring data points. Exit decisions are reviewed by the Teacher Assistance Team (TAT) to ensure a gradual release of support. The same general criteria apply at both levels, but Tier 3 exit decisions at the secondary level may be adjusted based on individual student needs and course schedules.

Does Hawley Public School District (0150-01) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:

- All students not reading at grade level

[The following components are included in the personal learning plans, if used:](#)

Our district creates and monitors Personal Learning Plans for all K-6 students who are performing below grade-level targets on screening measures. Each plan includes: -Student name, school, grade, and school year
-Areas of need and level of intervention -Type of intervention and instructional focus -Recent benchmark results and a progress monitoring graph -Resources for parents -Contact information for the MTSS coordinator
These plans help guide instruction and support communication between school and home.

9. 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 \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Hawley Public School District (0150-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Hawley Public School District (0150-01) has participated in MDE MnMTSS professional learning:

No

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. 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](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Hawley Public School District (0150-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	45
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Heggerty Phonemic Awareness	Supplemental	15
Grade 1	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	45
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Heggerty Phonemic Awareness	Supplemental	15
Grade 2	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	45
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Heggerty Phonemic Awareness	Supplemental	15
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
	· Morpheme Magic	Supplemental	15
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
	· Morpheme Magic	Supplemental	15
Grade 5	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
	· Morpheme Magic	Supplemental	15

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Hawley Public School District (0150-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell
Grade 1	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell
Grade 2	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell
Grade 3	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell
Grade 4	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 5	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell
Grade 6	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell
Grade 7	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell
Grade 8	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell
Grade 9	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell
Grade 10	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell
Grade 11	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 12	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell	Kilpatrick Phonemic Awareness 1-minute activities Heggerty UFLI Duet Reading Repeated Reading Morpheme Magic 95% Group Blueprint for Comprehension Visualizing and Verbalizing by Lindamood Bell

12. Section 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.

Hawley Public School District (0150-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 05/01/2026

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

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

The district has a support process in place for teachers who do not meet the vendor-recommended 80% proficiency level. These teachers are notified and offered targeted support, which may include reviewing training content, joining guided practice sessions, or revisiting specific modules or skills as needed.

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:

To support effective reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, the district has built a structured system to monitor instructional fidelity within their teacher observation practices. Teachers receive feedback and coaching based on observations by administrators and student data. Additionally, Professional Learning Communities (PLCs) offer time for reflection and collaboration. This continuous cycle of observation, data review, and support helps maintain consistent, high-quality instruction across all classrooms.

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:

The district supports elementary teachers in delivering evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. A district administrator, MTSS coordinator, or certified LETRS facilitator may provide coaching, focusing on lesson pacing, materials, student engagement, and curriculum alignment. This support can also include personalized support, such as lesson modeling, co-teaching, and feedback. The team uses student data to adjust instruction and improve outcomes. Professional Learning Communities (PLCs) offer teachers time to collaborate, reflect, and share strategies.

The following changes in instructional practices have impacted students :

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As part of our commitment to continuous improvement, we collect various data points to assess the effectiveness of structured literacy instruction. This includes student outcome data such as literacy assessment scores, progress monitoring data, and feedback from classroom observations. By analyzing this data, we can identify trends, strengths, and areas for growth, informing our decisions on professional development priorities and instructional practices.

Hawley Public School District (0150-01) has implemented the following professional development and support for teachers around culturally responsive practices:

The district provides training to help teachers use culturally responsive practices in the classroom. This includes building strong relationships with families, holding high expectations for all students, and using student-centered instruction. Teachers learn to include diverse cultures in the curriculum, choose texts that reflect students' backgrounds, and connect learning to students' real-life experiences. For teachers working with English learners, support includes bilingual strategies and ways to make connections across languages. These efforts help make literacy instruction more inclusive and meaningful for every student.

Hawley Public School District (0150-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

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, the district does not have any scheduled literacy-focused PD opportunities on the calendar.

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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	2	2	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	18	15	3	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	4	3	1	0
K-12 Reading Interventionists	7	7	0	0
K-12 Special Education Educators responsible for reading instruction	7	7	0	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	7	0	0	7

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
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Grades 4-12 Classroom Educators responsible for reading instruction	4	0	0	4
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	5	0	0	5
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Hawley Public School District (0150-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$68,500.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$68,500.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Contracting or employing a District Literacy Lead

READ Act Literacy Aid

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

Hawley Public School District (0150-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$42,416.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Reading intervention (curriculum, materials, training)

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$0

If funds remain, the plan to spend down the remaining funds are as follows:

NA