

Minnesota READ Act Literacy Plan

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

For

Hayfield Public School District (0203-01)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Hayfield Public School District (0203-01). 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 Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

1. Read Act Goals

District or Charter School Literacy Goals

Hayfield Public School District (0203-01)'s literacy goal(s) for the 2024-25 school year:

Goal 1: Students develop reading strategies and skills to construct meaning and use reading as a tool for learning and communication. Goal 2: To ensure all students are reading at or above grade level, students will make a minimum of one year's growth as measured by FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 2-5).

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

For the 2024-2025 school year, Hayfield Elementary School adopted a new phonics program, Functional Phonics. We are also in the process of implementing/designing new knowledge based resources as well.

The following describes how Hayfield Public School District (0203-01)'s current student performance differs from the literacy goal detailed in the READ Act:

While we have many students who are reading at or above grade level, not all students have reached this goal yet.

Hayfield Public School District (0203-01)'s literacy goal(s) for the 2025-26 school year:

Goal 1: To ensure all students are reading at or above grade level, students performing below grade level will make a minimum of one year's growth as measured by FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 2-5). Goal 2: Students develop reading strategies and skills to construct meaning and use reading as a tool for learning and communication to meet grade level proficiency.

Hayfield Public School District (0203-01)'s Local Literacy Plan is posted on the district website at:

<https://hayfield.k12.mn.us/dataandassessments/>

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 Hayfield Public School District (0203-01) 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	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Hayfield Public School District (0203-01) 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	53	42	54	33	54	22
Grade 1	48	28	44	24	47	21
Grade 2	42	23	43	24	43	24
Grade 3	55	33	55	28	56	28

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 Hayfield Public School District (0203-01) 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.

Hayfield Public School District (0203-01) 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	54	32
Grade 1	47	26
Grade 2	43	22
Grade 3	56	24

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. 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 Hayfield Public School District (0203-01) 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 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	CBMreading	FastBridge	Vendor Criteria
Grade 5	CBMreading	FastBridge	Vendor Criteria
Grade 6			
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 Hayfield Public School District (0203-01) to determine which students in grades 4-12 are not reading at grade level:

Hayfield Community Schools will determine which students are not at grade level using FastBridge CBMreading/aReading as well as MCA results when necessary.

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:

Hayfield Community Schools will administer the Capti ReadBasix for all students in grades 4-12 scoring below grade level on the FastBridge CBMreading/aReading.

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

The following table displays the number of students in Hayfield Public School District (0203-01) 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 Hayfield Public School District (0203-01) 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	No	
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
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

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

Local Literacy Plan for Hayfield Public School District (0203-01)

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

- Family engagement nights
- Parent teacher conferences
- School events
- Other - describe (Required)
 - Frequent school board updates

Continuous Improvement for Parent Notification

Hayfield Public School District (0203-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

We will follow the same process for scholars in grades 6-12 that we currently use to update families of scholars in grades K-5.

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.

Hayfield Public School District (0203-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Hayfield Community Schools uses a Multi-Tiered Systems of Support (MTSS): Tier 1 focuses on Core Instruction; Tier 2 focuses on reteach of essential grade level standards; and Tier 3 focuses on Intensive Instruction. Our district also provides extension and enrichment opportunities for students exceeding grade level expectations.

Tier 1: All K-5 students receive approximately 90 minutes of core reading instruction each day. Core Instruction focuses on the three strands of reading: 1) Reading; 2) Writing; and 3) Listening, Speaking, Viewing and Exchanging Ideas (LSVEI). Included in this time block is whole group, small group and individual instruction depending on the needs of the students. Core Instruction may include but is not limited to instruction using myView and Wit and Wisdom as a main resource for knowledge building and Heggerty and Functional Phonics for Foundational Skills.

Tier 2: Students not meeting proficiency will receive an additional 20 minutes, three to five days per week of reading interventions (Intervention/Enrichment Time) within the classroom. Tier 2 intervention groups will be fluid and taught in response to student proficiency on grade level standards. A variety of evidence-based interventions will be implemented to support the five strands of reading.

Tier 3: Students scoring below the 10th percentile on FastBridge Screening and not showing gains from Tier 1 and Tier 2 instruction will receive an additional 20 minutes, five days per week of intensive reading interventions. Tier 3 intervention groups will have no more than four students. Various state approved interventions will be implemented.

Hayfield Community School's balanced assessment system will be used to provide tiered instruction. In addition to common grade level assessments, the district will use benchmark testing to gather normed data. The reading strategist and principal will collaborate with classroom teachers to support Tier 2 and 3 interventions. Together, during bi-weekly PLC+ meetings they will analyze progress monitoring data for students receiving interventions to determine effectiveness of interventions. Students not making progress will be referred to our elementary Intervention Team.

Grade level learning expectations will be aligned with the Minnesota K-12 Academic Standards in English Language Arts (2020). Formative and summative assessments will be aligned to the standards and used to differentiate instruction for all students. The Intervention Team will use data-based decision making to analyze the intervention effectiveness and determine next actions (continue or change) for referred students at its monthly (or more often depending on student referrals) meetings.

Progress monitoring will take place for all students receiving Tier 2 and Tier 3 interventions. FastBridge and standard-based, common assessments will be used to monitor student progress for Tier 2 interventions. Students receiving Tier 3 interventions will be tracked using FastBridge progress monitoring.

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

Local Literacy Plan for Hayfield Public School District (0203-01)

The elementary principal will engage in learning walks through K-5 classrooms using Heggerty and Functional Phonics + Morphology provided checklists. Discussions around the teaching and learning will take place following the learning walk with individual teachers and/or teacher teams. Elementary PLCs will meet 2-3 times a week to discuss formative data. Twice a month the building principal and coach will meet with grade level teams to discuss data and teaching and learning best practices used as well as next steps to continue to provide high quality instruction to elementary scholars. The Director of Teaching and Learning will hold monthly discussions with 6-12 teachers and interventionists to review assessment data and discuss teaching and learning methods and resources used. Data reviewed will include diagnostic, progress monitoring, as well as common formative and summative assessments.

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

For kindergarten through 5th grade, students qualify for supplemental (Tier 2) reading intervention by scoring between the 20th and 39th percentile on the FASTBridge diagnostics or by earning less than 80% on regularly administered formative classroom assessments. Entrance into intensive (Tier 3) reading intervention is designated for students scoring below the 20th percentile on FASTbridge diagnostics or those demonstrating a pattern of being two or more grade levels below grade-level expectations based on classroom performance data. At both elementary level, this ensures that students with the most significant reading challenges receive targeted, intensive support. For students in grades 6-12, the FASTBridge aReading assessment is administered. Those not performing at benchmark on this assessment are further evaluated using the Capti Reading Basix assessments. Based on the Capti results, students who do not meet benchmark criteria are placed into Tier 2 or Tier 3 interventions accordingly.

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

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:

The K-5 progress monitoring protocol for supplemental (Tier 2) and intensive (Tier 3) targeted reading instruction is conducted on a weekly basis for both tiers. This frequent data collection ensures timely identification of student needs and informs necessary adjustments to instruction. For students receiving Tier 2 interventions, grade-level teams review the progress monitoring data bi-monthly to collaboratively determine any intensifications or modifications required. For students in Tier 3 interventions, designated interventionists conduct bi-monthly reviews of the collected data to guide individualized instructional decisions. This structured, ongoing review process supports responsive and effective reading instruction tailored to student progress.

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

Students exit supplemental (Tier 2) reading intervention when they consistently demonstrate proficiency of 80% or higher on common grade-level assessments. This indicates they have gained sufficient skills to succeed with core instruction and no longer require supplemental support. For intensive (Tier 3) intervention, students

Local Literacy Plan for Hayfield Public School District (0203-01)

must meet one of the following criteria to exit: achieve grade-level progress monitoring benchmarks on two consecutive progress monitoring probes or score above the 20th percentile on the next FASTBridge diagnostic assessment window. Meeting these benchmarks reflects significant growth toward grade-level expectations. Once a student reaches these exit criteria, the intervention team collaborates with the grade-level team to review progress data and determine appropriate next steps. This team decision ensures continuous growth is supported, whether by transitioning the student out of intervention or adjusting instructional support as needed. This exit process aligns with the established protocols for weekly progress monitoring in both Tier 2 and Tier 3, with bi-monthly data reviews by grade-level teams for Tier 2 and interventionists for Tier 3, supporting timely and responsive instructional decisions.

Does Hayfield Public School District (0203-01) use personal learning plans for literacy:

No

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

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

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.

Hayfield Public School District (0203-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Hayfield Public School District (0203-01) has participated in MDE MnMTSS professional learning:

Yes

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 Hayfield Public School District (0203-01), 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	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	40
	· Bridge to Reading Foundational Skills Kit (Heggert	Foundational	10
	· myView Literacy, K-5, in press (Minimally Aligned)	Knowledge Building	40
Grade 1	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	40
	· Bridge to Reading Foundational Skills Kit (Heggert	Foundational	10
	· myView Literacy, K-5, in press (Minimally Aligned)	Knowledge Building	40
Grade 2	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	40
	· Bridge to Reading Foundational Skills Kit (Heggert	Foundational	10
	· myView Literacy, K-5, in press (Minimally Aligned)	Knowledge Building	40
Grade 3	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30

Local Literacy Plan for Hayfield Public School District (0203-01)

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
	· myView Literacy, K-5, in press (Minimally Aligned)	Knowledge Building	60
Grade 4	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	20
	· myView Literacy, K-5, in press (Minimally Aligned)	Knowledge Building	70
Grade 5	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	20
	· myView Literacy, K-5, in press (Minimally Aligned)	Knowledge Building	70

[Continuous Improvement for Core Reading Instruction and Curricula](#)

Hayfield Public School District (0203-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We will continue to work on our standard alignment work that began in the fall of 2024. With that, we will incorporate lessons from resources such as Wit and Wisdom, Really Great Reading, Fountas and Pinnell, etc.

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 Hayfield Public School District (0203-01) 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	FASTBridge Interventions	Really Great Reading-Countdown
Grade 1	Functional Phonics, UFLI	Really Great Reading-Blast
Grade 2	Functional Phonics, UFLI	Really Great Reading-Blast
Grade 3	Functional Phonic, UFLI	Really Great Reading-Blast/HD Words
Grade 4	Functional Phonics	Really Great Reading-Boost/HD Words
Grade 5	Functional Phonics	Really Great Reading-Boost/HD Words
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Hayfield Public School District (0203-01) will make the following changes to reading interventions for the 2025-26 school year:

Tier 2 and 3 intervention will be added to grades 6-8 in the fall. Tier 2 and 3 intervention will be added to grade 9-12 in the winter.

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.

Hayfield Public School District (0203-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 03/03/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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

Hayfield Community Schools had 100% of our teachers reach 80% proficiency or higher.

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:

Learning walks took place throughout the school year to ensure fidelity. The main focus this year was phonics and morphology. The Director of Teaching and Learning and Instructional Lead and Intervention Coordinator observed lessons for each teacher at least once a year; more for those needing additional support. Following learning walks, grade level teams and/or individual teachers met to discuss instructional success and next steps. 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:

PLC+ meetings took place monthly at the elementary level. This is a time for grade level teams to meet with the building administration as well as the Instructional Lead and Intervention Coordinator. During these meetings the following items are discussed: 1) What do we want students to know and be able to do (state standard)? 2) How will we know if they know it? This is where we review relevant data (common formative, common summative, progress monitoring, screening) 3) How do we respond for those who don't know it? 4) How do we respond for those who know it?

The following changes in instructional practices have impacted students :

Our scholars have benefited from the daily routines of the resources. Teachers have noticed that consistent routines, especially within phonics and morphology instruction, have helped lighten the cognitive load for students. Scholars are able to focus more on the learning of new skills instead of how to complete a task in order to practice or demonstrate the standard/s.

Hayfield Public School District (0203-01) has implemented the following professional development and

Local Literacy Plan for Hayfield Public School District (0203-01)

support for teachers around culturally responsive practices:

Professional development through CORE OLLA, provided teachers with insight into how to implement culturally responsive practices into their literacy block.

Hayfield Public School District (0203-01) 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):

The district will continue to work on standard alignment work. Professional development around best practices with engagement, defining proficiency levels for each standard, and assessment will take place throughout the year. Coaching for individuals and/or grade level teams will be provided in the area of phonics, morphology, and fluency.

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	3	3	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	12	12	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	6	6	0	0
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	5	2	0	3
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	10	0	0	10

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
------------------------	--	---------------------------------------	-------------------------------------	-----------------------------

Local Literacy Plan for Hayfield Public School District (0203-01)

Grades 4-12 Classroom Educators responsible for reading instruction	3	0	0	3
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	0	1
Grades 6-12 Instructional support staff who provide reading support	4	0	0	4
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Hayfield Public School District (0203-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$0.00

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

\$0.00

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

- Not applicable

READ Act Literacy Aid

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

Hayfield Public School District (0203-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$15,025.43

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

- Not applicable

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

\$15025

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

Hayfield Community Schools will be using funds to train staff and/or purchase online curriculum and student books.