Minnesota READ Act Literacy Plan

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

For

Hopkins Public School District (0270-01)

Date Submitted to the State 06/16/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Hopkins Public School District (0270-01). 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

Hopkins Public School District (0270-01)'s literacy goal(s) for the 2025-26 school year:
The Hopkins goals for the 25-26 school year include: Technical Goals Finish training our Phase 1 staff (most in volume 2) Train reading focused paraprofessionals Ensure staff readiness for curriculum review cycle and possible adoption, including the integration of ELA & Social Studies at elementary Continue learning walks and implementation monitoring of foundational skills block, including common assessments and data response recommendations (K-5) Write grants to try to get literacy coaches back in elementary buildings Create a 6-12 intervention programming with alignment & consistency across all secondary sites Identify a leadership group focused on writing, especially cross curricular Systematize movement into/out of tier 2 and 3 at K-8 including entrance/exit criteria and progress monitoring Needs analysis following approved intervention list - compare to current resources, select new where needed, align to MTSS tiers Improve parent resources, training, and communication following screening Achievement Goal: The percentage of students demonstrating mastery of grade level literacy skills as measured by FastBridge universal screening assessments will increase by 5%. Growth Goal: 70% of students will demonstrate typical to aggressive growth from Fall 2024 to Spring 2025 as measured by FastBridge universal screening assessments.

The following was implemented or changed to make progress towards the goal(s):
Progress towards the 25-26 goals include: Technical Goals Finished training 130 more Phase 1 staff (most in volume 2 of LETRS) Trained most reading focused paraprofessionals (PSLT) Made decision to delay program review for K-5 ELA and social studies for one year. Process will begin more formally in 26-27. Completed learning walks and implementation monitoring of the foundational skills block. Used writing common assessments across K-5 and piloted in 6-8. Successfully wrote and received a MnMTSS grant. Delayed MTSS work (prior to grant) due to capacity and funding. Completed a CNA and the SEMI-DLT Improved universal screening protocols and completion rates. We focused on improving implementation of the foundational skills block using UFLI and FIRE. We did lots of district instructional leadership work on improving our balanced assessment system, explicitly working on building understanding and confidence with universal screening and system measures, their purpose, and how to use them to drive school, grade, and classroom instructional adjustments. Achievement Goal: As a district we saw a 7% increase of students meeting proficiency at Kinder and first grade and 8% increase in grade 2. Grades 3-8 were largely flat, with some small bumps up or down depending on the grade level. Growth Goal: We were not successful in meeting our growth goal.

The following describes how Hopkins Public School District (0270-01)'s current student performance differs from the literacy goal detailed in the READ Act:
The previous goal was based on implementation of READ Act requirements versus student outcome data. Research shows typically three years is needed before using outcome data to measure implementation success. We have continued to look at outcome data and are seeing signs of growth, but are more focused on learning walks, teacher and principal support, and ways assessment can drive efficiency, consistency, and coherence for students. We were successful in improving overall proficiency but are still struggling to ensure all students achieve typical or aggressive growth, in part due to the wide range of students in a classroom.

Hopkins Public School District (0270-01)'s literacy goal(s) for the 2026-27 school year:
80% of students reading at grade level All student groups show at least 1 year's growth as measured by FastBridge or Capti. Marginalized subgroups have an increase in aggressive growth by at least 5%.

The Local Literacy Lead, Kimberly Smith, for Hopkins Public School District (0270-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
I engage with the school leadership teams via HILT (Hopkins Instructional Leadership Team), being a site partner of our instructional team (Office of Innovation, Design, & Learning) to one school, and through coordination with our LETRS facilitators.

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

Hopkins Public School District (0270-01) Local Literacy Plan is posted on the district website at https://www.hopkinsschools.org/academics/interventions

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.

Hopkins Public School District (0270-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Hopkins Public School District (0270-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	MDE Composites	All subtests for composite
		Vendor Composites using vendor benchmarks	FastBridge earlyReading Spanish, FastBridge CBM-R Spanish (in Spanish immersion programming)
	Grade 1	MDE Composites	All subtests for composite
		Vendor Composites using vendor benchmarks	FastBridge earlyReading Spanish, FastBridge CBM-R Spanish (in Spanish immersion programming)
	Grade 2	MDE Composites	All subtests for composite
		Vendor Composites using vendor benchmarks	FastBridge earlyReading Spanish, FastBridge CBM-R Spanish (in Spanish immersion programming)
	Grade 3	MDE Composites	All subtests for composite
		Vendor Composites using vendor benchmarks	FastBridge earlyReading Spanish, FastBridge CBM-R Spanish (in Spanish immersion programming)

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Hopkins Public School District (0270-01) will be utilizing the following screening tool(s) in 2026-27:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Hopkins Public School District (0270-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Considering changes to subtests to help narrow focus and make data more actionable. Also, awaiting guidance from MDE DLI Assessment group on immersion screening for Spanish and Chinese programs. Adding oral language.

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 Hopkins Public School District (0270-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
Other - No data entered	Grade 4	1 time per year	District set benchmarks - high risk on aReading and CBMR in fall and winter
	Grade 8	1 time per year	District set benchmarks - high risk on fall and winter aReading and AutoReading.
	Grade 5	1 time per year	District set benchmarks - high risk on aReading and CBMR in fall and winter
	Grade 6	1 time per year	District set benchmarks - high risk on fall and winter aReading and AutoReading.
	Grade 7	1 time per year	District set benchmarks - high risk on fall and winter aReading and AutoReading.

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

Hopkins Public School District (0270-01) 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

Hopkins Public School District (0270-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Moving to using it as universal screening in 4-9, with 4th and 5th maintaining FastBridge CBM-R also.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Hopkins Public School District (0270-01) 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	373	339	358	253	395	295
1st	400	300	383	291	416	316
2nd	434	215	470	248	526	269
3rd	473	255	481	241	488	238

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 Hopkins Public School District (0270-01) 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.

Hopkins Public School District (0270-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	399	94
1st	418	74
2nd	507	74
3rd	445	38

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

Hopkins Public School District (0270-01) 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 Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Hopkins Public School District (0270-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	695	528	33	0	0	0
5th	686	491	36	0	0	0
6th	641	524	19	0	0	0
7th	578	451	10	0	0	0
8th	566	451	14	0	0	0
9th	487	0	455	0	0	0
10th	501	14	1	CTSTR	CTSTR	0
11th	496	7	0	CTSTR	CTSTR	0
12th	483	3	0	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.

Hopkins Public School District (0270-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Site MTSS teams do regular data reviews with teachers, data specialists, and intervention staff to identify students, match interventions, provide intervention dosage, and progress monitor. These data cycles happen at the school level.

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

We have primarily been monitoring implementation of tier 1 foundational skills through the use of UFLI or SIPPS (as part of tier 1). We have used learning walks, site PD, common assessments (dictations) and PLCs. Next year all schools will use UFLI, making implementation and monitoring more consistent.

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

Currently these are decided at the site level based on staffing. ADSIS has transitioned to need based by site, and we received the MTSS grant which will help us set common cut scores across the district. Currently, any student in high risk K-5 is served with a matched intervention. The "some risk" category varies by site and historical data. At 6-8, some students in the ‘high risk’ category receive a tier 2 reading support class. Others are supported through WIN time. It is not yet consistent between sites.

Progress monitoring data collection for students in Tier 2 occurs:

Other

Progress monitoring data collection for students in Tier 3 occurs:

Other

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 varies by the intervention, the intervention recommendation, the grade level, and the frequency of intervention. This has not yet been established with consistency across the district.

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

This has not yet been established with consistency across the district.

Continuous Improvement for Data-Based Decision Making for Action

Hopkins Public School District (0270-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

MTSS grant allows us to hire an MTSS coordinator who will help us move beyond tier 1 consistency and unite our work in ADSIS, Title, and student support to create clear cut scores and protocols for tier 2 and 3.

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 Hopkins Public School District (0270-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Other - email and conferences
Grade 1	3 times per year	Other - email and conferences
Grade 2	3 times per year	Other - email and conferences
Grade 3	3 times per year	Other - email and conferences
Grade 4	3 times per year	Other - email and conferences
Grade 5	3 times per year	Other - email and conferences
Grade 6	3 times per year	Other - email and conferences
Grade 7	3 times per year	Other - email and conferences
Grade 8	3 times per year	Other - email and conferences
Grade 9	3 times per year	Other - email and conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

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

- Other

Continuous Improvement for Parent Notification

Hopkins Public School District (0270-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Will work to align across the system and refine what is working and areas we hope to improve.

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the MDE READ Act Curricula Resources-Tier I webpage.

Tier 1 (Core) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Hopkins Public School District (0270-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Other Curriculum - Collaborative Classroom	Other	Kindergarten	60
	Other	Grade 1	60
	Other	Grade 2	60
	Other	Grade 3	60
	Other	Grade 4	60
	Other	Grade 5	60
Other Curriculum - FIRE Plus (Foundational Skills)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
	Foundational	Grade 3	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
K-5 ELA/SS and 6-12 ELA will begin program review Phase 1 in 26-27.
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
Beginning program review Phase 1. Unsure if we will make changes in year 1 or not. Does not give an option for "unsure" for 10.5.

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 Hopkins Public School District (0270-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Other Resources - varies by site and grade level and need	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - varies by site and grade level and need	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

Hopkins Public School District (0270-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

We will be reviewing all of our tier 2 and 3 interventions and building our MTSS playbook.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Hopkins Public School District (0270-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$325,175

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

$325,175

READ Act Literacy Aid

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

Hopkins Public School District (0270-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$278,661

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

$278,661

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

Program review and curriculum (tier 1, 2, and 3) resources, professional development, potentially coaching FTE in subsequent years.

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
Evidence-based literacy intervention resources (curriculum, materials, training)	Both
MDE approved READ Act professional development	Both
Contracting or employing a District Literacy Lead	Both

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.

Hopkins Public School District (0270-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Hopkins Public School District (0270-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

Implementation coaching

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:

Coaching served this role but has been cut due to budget cuts and costs of multiple assessment systems, platforms, and training required. Trying to maintain learning walks and building up principal knowledge and efficacy, which is hard since they haven’t taken the Phase 1 training.

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:

n/a

The following changes in instructional practices have impacted students:

We have early indicators of our earlyReading data showing positive trend direction. We have built a universal 6th grade academic reading course for tier 1. We have better aligned tier 1, 2, and 3 instruction for foundational skills using UFLI.

Hopkins Public School District (0270-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

All professional development and program reviews in the district is seen through a culturally responsive lens.

Hopkins Public School District (0270-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Other, explain

  The Brightworks team is amazing.

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):

Curriculum specific, assessment/data use

Continuous Improvement for Professional Development Plan

Hopkins Public School District (0270-01) will make the following changes to the professional development plan for the 2026-27 school year:

Large focus on Phase 2, new cohort of Phase 1 starting volume 1 of LETRS.

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)	45	28	0	17
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	151	119	5	40
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	35	35	0	3
K-3 Classroom teachers	96	89	7	7
K-12 Teachers holding English as a second language licenses	15	15	0	4
K-12 Reading Intervention Teachers	15	15	0	0
K-12 Special Education educators responsible for foundational reading instruction	73	44	3	26
Pre-K through grade five Curriculum Directors	1	1	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	13	10	0	3

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	40	0	0	40
Teachers who provide reading instruction to students in dual language immersion programs	15	0	0	15
Teachers who provide reading instruction to students in a state-approved alternative program	5	0	0	5
Employees who select literacy instructional materials for grades 6-12	20	0	0	20
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	25	0	0	25

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).

151

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.

Hopkins Public School District (0270-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

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

Hopkins Public School District (0270-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Our MTSS grant will allow us to hire a coordinator that can help us align our current structures to the MnMTSS framework.

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.

Hopkins Public School District (0270-01) does include a DLI Program

The following table displays Hopkins Public School District (0270-01)'s DLI partner languages and the school sites that serve DLI students in each grades K-12.

Dual Language Sites K-12

Partner Language	Name of School Site	Grade	Percent of Students in Partner Language
Chinese	West Middle School	Grade 6	16
		Grade 7	16
		Grade 8	16
	XinXing Academy	Kindergarten	100
		Grade 1	100
		Grade 2	100
		Grade 3	100
		Grade 4	100
		Grade 5	100
Spanish	Alice Smith	Kindergarten	30
		Grade 1	30
		Grade 2	30
		Grade 3	30
		Grade 4	30
		Grade 5	30
	Eisenhower	Kindergarten	56
		Grade 1	56
		Grade 2	56
		Grade 3	56
		Grade 4	56
		Grade 5	56
	North	Grade 6	16
		Grade 7	16
		Grade 8	16

The following table displays the literacy screening tools used in Hopkins Public School District (0270-01)'s DLI program by language and grade.

Literacy Screening Tools K-12

Literacy Screening	Grade Screened	Name of Partner English Screening Tool	Partner Language Screening Tool (Language)
Both	Kindergarten	Not screened in English	Spanish
	Grade 1	Not screened in English	Spanish
	Grade 2	Not screened in English	Spanish
	Grade 3	Not screened in English	Spanish
	Grade 4	Not screened in English	Spanish
	Grade 5	Not screened in English	Spanish

The following table displays the number of students in Hopkins Public School District (0270-01)'s DLI program(s) who were screened for literacy skills in grades K-3 and the number reading at or above benchmark in spring.

DLI Student Screening Counts Grades K-3

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number of Students Reading at or Above Benchmark in Spring
Kindergarten	0	0	0
1st	0	0	0
2nd	0	0	0
3rd	0	0	0

The following table displays the number of students in Hopkins Public School District (0270-01)'s DLI program(s) who were screened for literacy skills in grades 4-12, the number identified as not reading at grade level and the number opted out of screening.

DLI Student Screening Counts Grades 4-12

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number Identified as Not Reading At Grade Level	Number of Students Opted Out of Screening
4th	0	0	0	0
5th	0	0	0	0
6th	0	0	0	0
7th	0	0	0	0

8th	0	0	0	0
9th	0	0	0	0
10th	0	0	0	0
11th	0	0	0	0
12th	0	0	0	0