

Minnesota READ Act Literacy Plan

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

For

Hawley Public School District (0150-01)

Date Submitted to the State 05/29/2026

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 \(2025\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2025\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

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.

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. Paraprofessional Literacy Training was also implemented this school year.

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. While significant progress has been made, we recognize that there are still areas for growth. 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 2026-27 school year:

During the 2026-2027 school year, the district will increase the combined K-8 literacy Key Performance Indicator (KPI) percentage from 80% in Spring 2025-2026 to 82% by Spring 2026-2027, as measured by district literacy assessments and reported as one combined districtwide literacy KPI percentage.

The Local Literacy Lead, Abigail Masten, for Hawley Public School District (0150-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

Our Literacy Lead collaborates regularly with the literacy coordinator, MTSS coordinator, and building administrators to support implementation of the READ Act, monitor progress, and ensure alignment with district goals. The role includes providing ongoing professional development and guidance on structured literacy, universal screening, and MTSS practices, participating in data-based decision-making, and consulting on parent notification requirements and family engagement.

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

Hawley Public School District (0150-01) 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.

Hawley Public School District (0150-01) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

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

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

Hawley Public School District (0150-01) will be utilizing the following screening tool(s) in 2026-27:

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

Hawley Public School District (0150-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

The district will add the Oral Repetition screening in the 2026-2027 school year.

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 Hawley Public School District (0150-01) 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 4	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	2 time per year	N/A CaptiReadBasix used as Step 2
FastBridge CBMReading	Grade 4	3 time per year	District set benchmarks - 150 words per minute
	Grade 5	3 time per year	District set benchmarks - 150 words per minute
	Grade 6	3 time per year	District set benchmarks - 150 words per minute
FastBridge aReading	Grade 4	3 time per year	District set benchmarks - 30th percentile or below
	Grade 5	3 time per year	District set benchmarks - 30th percentile or below
	Grade 6	3 time per year	District set benchmarks - 30th percentile or below

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Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
MCA Reading	Grade 4	1 time per year	District set benchmarks - Does Not Meet or Partially Meets
	Grade 8	1 time per year	District set benchmarks - Does Not Meet or Partially Meets
	Grade 5	1 time per year	District set benchmarks - Does Not Meet or Partially Meets
	Grade 10	1 time per year	District set benchmarks - Does Not Meet or Partially Meets
	Grade 6	1 time per year	District set benchmarks - Does Not Meet or Partially Meets
	Grade 7	1 time per year	District set benchmarks - Does Not Meet or Partially Meets

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

Hawley Public School District (0150-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

Relevant subtests were administered after 6-8 weeks of intervention.

4. 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	79	58	81	61	81	74
1st	71	47	72	51	72	58
2nd	67	31	67	48	67	57
3rd	106	66	106	70	105	76

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 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) 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	81	5
1st	72	14
2nd	67	10
3rd	106	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

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:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

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	83	83	23	23	19	0
5th	103	103	32	32	29	0
6th	91	91	10	10	9	0
7th	78	78	11	11	8	0
8th	86	86	9	CTSTR	CTSTR	1
9th	77	77	8	CTSTR	CTSTR	0
10th	64	1	26	27	3	1
11th	75	75	14	14	0	0
12th	64	0	11	11	5	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.

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.

For students who complete Capti ReadBasix, their results are used to also help determine the best fit intervention. If the WRD score is below 220 the team uses phonics diagnostic practices listed above. If the WRD score is between 220-250, REWARDS is likely used as a reading intervention. If the WRD score is above 250 and MORPH is below 250, Morpheme Magic may be the primary intervention. If the WRD & MORPH is above 250 and SP or RE is below 250 a fluency repeated reading intervention may be provided. If all measures except COMP is above 250, STARI or other comprehension intervention may be provided.

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.

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Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once 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:

Progress monitoring for students receiving Tier 2 reading interventions is conducted at a minimum every other week using FASTbridge and/or Capti ReadBasix measures. Diagnostic assessments, including the Lake Agassiz Phonemic Awareness Assessment and Lake Agassiz Phonics Screener, are also administered on an alternating biweekly schedule. MTSS coordinators review progress monitoring and diagnostic data every other week using EduClimber to track student performance and growth.

Rate of improvement (ROI) is reviewed to determine progress toward grade-level targets and to guide decisions regarding potential adjustments to interventions, including changes to dosage, frequency, or intensity. For students performing below the 20th percentile and receiving Tier 3 support, progress is monitored with the goal of reaching at least the 25th percentile by the end of the year. Data-based decision-making practices are used to determine when modifications or intensifications to instruction are needed, with similar protocols applied across Tier 2 and Tier 3 levels.

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.

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 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 and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 1	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 2	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 3	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 4	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 5	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 6	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 7	1 time per year	Letter sent home with student
Grade 8	1 time per year	Letter sent home with student
Grade 9	1 time per year	Letter sent home with student
Grade 10	1 time per year	Letter sent home with student
Grade 11	1 time per year	Letter sent home with student

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:

- More than one of the above

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) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and 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.

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

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: During the 2020-2021 school year, a team of district stakeholders, including teachers, instructional leaders, and administrators, reviewed multiple curricular resources to identify a high-quality, evidence-based Tier 1 literacy program aligned to science of reading practices. The review process included examining research-based instructional components, alignment to state standards, and the instructional needs of students across grade levels. As part of the selection process, the district conducted a pilot of Wonders, along with other literacy programs, to gather teacher

feedback and evaluate the effectiveness of each resource in classroom implementation. The adoption and implementation of Wonders occurred alongside teacher participation in LETRS training to strengthen educators' understanding of evidence-based literacy instruction and support strong implementation of the core curriculum. The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Since the adoption of Wonders during the 2021-2022 school year, the district has regularly reviewed student outcome data on a monthly basis to monitor implementation effectiveness and identify areas of need. During the 2022-2023 school year, the district supplemented its phonemic awareness instruction in grades K-2 with Heggerty after student screening data indicated a need for additional support in this area.

In the 2023-2024 school year, the district enhanced its foundational skills instruction by implementing UFLI in grades K-3 to strengthen phonics instruction. This adjustment has demonstrated a positive impact on student outcomes. Additionally, Morpheme Magic was introduced in grades 4-5 during the 2023-2024 school year to further support foundational literacy skills, particularly in morphology and word analysis.

Throughout implementation, the district has continued to review standards alignment, provide staff training and instructional support, and use student data and fidelity measures to guide ongoing instructional decisions and program adjustments.

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 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
UFLI	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25
Other Resources - 95% Blueprint for Comprehension	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Duet Reading	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25
Other Resources - Heggerty Phonemic Awareness	Tier 2 & 3	Kindergarten	10
	Tier 2 & 3	Grade 1	10
	Tier 2 & 3	Grade 2	10
	Tier 2 & 3	Grade 3	10
	Tier 2 & 3	Grade 4	10
	Tier 2 & 3	Grade 5	10
	Tier 2 & 3	Grade 6	10
	Tier 2 & 3	Grade 7	10
	Tier 2 & 3	Grade 8	10
	Tier 2 & 3	Grade 9	10
	Tier 2 & 3	Grade 10	10
	Tier 2 & 3	Grade 11	10
	Tier 2 & 3	Grade 12	10
Other Resources - Kilpatrick Phonemic Awareness Activities	Tier 2 & 3	Kindergarten	5
	Tier 2 & 3	Grade 1	5
	Tier 2 & 3	Grade 2	5
	Tier 2 & 3	Grade 3	5
	Tier 2 & 3	Grade 4	5
	Tier 2 & 3	Grade 5	5

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Kilpatrick Phonemic Awareness Activities	Tier 2 & 3	Grade 6	5
	Tier 2 & 3	Grade 7	5
	Tier 2 & 3	Grade 8	5
	Tier 2 & 3	Grade 9	5
	Tier 2 & 3	Grade 10	5
	Tier 2 & 3	Grade 11	5
	Tier 2 & 3	Grade 12	5
Other Resources - Lindamood Bell: Visualizing and Verbalizing	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25
Other Resources - Morpheme Magic	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25
Other Resources - REWARDS	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - REWARDS	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25
Other Resources - Repeated Reading	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Hawley Public School District (0150-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$61,762

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

\$61,762

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 2024 school year:

\$42,416

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

\$25,443

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

Professional development on using evidence-based literacy screening and progress monitoring tools

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
MDE approved READ Act professional development	Read Act Literacy Aid
Employing a reading intervention specialist	Literacy Aid Funds
Approved literacy screeners (this can include materials, training and coaching)	Read Act Literacy Aid

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Hawley Public School District (0150-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

05/01/2026

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:

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. 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 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 literacy 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 of Practice

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

At this time, 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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	3	3	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	17	12	0	5
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	2	1	1	0
K-3 Classroom teachers	17	17	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	7	7	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	0
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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	5	0	0	5
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	7	3	1	3

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).

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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.

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

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.

Hawley Public School District (0150-01) does not include a DLI Program