Minnesota READ Act Literacy Plan

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

For

Hayfield Public School District (0203-01)

Date Submitted to the State 06/11/2026

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 (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

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

During the 2025-26 school year, Hayfield Community Schools continued implementation of evidence-based literacy practices aligned to the READ Act and the Science of Reading. The district strengthened K-12 literacy systems through ongoing professional development, instructional coaching, standards alignment work, and expansion of literacy intervention supports.

At the elementary level, teachers continued implementation of Functional Phonics + Morphology, Heggerty, and evidence-based intervention resources aligned to foundational literacy instruction. Ongoing PLC+ discussions, learning walks, and collaborative planning supported consistency in instructional routines, assessment practices, and intervention implementation. The district also continued curriculum mapping and standards alignment work to strengthen alignment between instruction, assessment, and grade-level expectations.

At the secondary level, literacy systems expanded through implementation of FastBridge screening and Capti ReadBasix diagnostic assessments to identify students needing additional literacy support. The district strengthened literacy intervention supports for grades 6-12 and increased collaboration between classroom teachers, interventionists, instructional leaders, and COMPASS Literacy Leads to support literacy instruction across content areas.

Additional progress included ongoing professional development focused on explicit instruction, vocabulary development, fluency, comprehension, writing, disciplinary literacy practices, and data-based decision making. Coaching support, PLC collaboration, and intervention reviews continued to strengthen instructional consistency and responsive literacy support across grades K-12.

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

Hayfield Community Schools continues to work toward the READ Act goal of ensuring all students are reading at or above grade level. While many students are demonstrating grade-level proficiency and making academic growth, not all students have yet met benchmark expectations in literacy.

Universal screening, diagnostic assessments, classroom performance data, and progress monitoring indicate that some students continue to demonstrate skill deficits in foundational reading skills, fluency, vocabulary, comprehension, and writing. These needs are present across multiple grade levels and are more significant for some students requiring Tier 2 and Tier 3 intervention support.

At the secondary level, implementation of additional literacy screening and diagnostic practices has increased the district's ability to identify literacy needs in grades 6-12. Data indicates that some secondary students continue to require support in foundational literacy skills and reading comprehension in order to fully access grade-level content.

The district will continue strengthening core instruction, intervention systems, progress monitoring practices, and literacy supports across grades K-12 to improve student outcomes and increase the number of students meeting grade-level literacy expectations.

Hayfield Public School District (0203-01)'s literacy goal(s) for the 2026-27 school year:
By spring 2027, Hayfield Community Schools will strengthen literacy achievement through evidence-based Tier 1 instruction and data-based decision making aligned to the Minnesota READ Act and MnMTSS framework.

The Local Literacy Lead, Lindsey French, for Hayfield Public School District (0203-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
The District Literacy Lead collaborates with district and school leadership teams, administration, interventionists, and teachers to support implementation of the READ Act, strengthen literacy systems, and improve student outcomes across grades K-12. Collaboration occurs through leadership meetings, PLC+ meetings, MTSS discussions, intervention planning, curriculum alignment work, professional development, and instructional coaching. The District Literacy Lead works with staff to review literacy screening data, progress monitoring results, intervention effectiveness, and instructional practices to support consistent implementation of evidence-based literacy instruction and data-based decision making across grade levels and content areas.

At the elementary level, the District Literacy Lead collaborates with administration and grade-level teams during PLC+ meetings to analyze student data, discuss instructional practices, support intervention planning, and identify professional development needs. Learning walks, coaching conversations, and collaborative planning opportunities support instructional consistency and implementation of systematic and explicit literacy instruction.

At the secondary level, the District Literacy Lead collaborates with administrators, interventionists, and teachers to strengthen literacy supports across content areas through literacy screening, intervention planning, instructional support, and disciplinary literacy practices.

The District Literacy Lead also collaborates with COMPASS Literacy Leads and leadership teams to support curriculum mapping, standards alignment work, instructional planning, and professional learning focused on reading, writing, and exchanging ideas across grades K-12.

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

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

https://www.hayfield.k12.mn.us/district-15/district-assessments/district-literacy-plan

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.

Hayfield Public School District (0203-01) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

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	None
	Grade 1	Vendor Composites using vendor benchmarks	None
	Grade 2	Vendor Composites using vendor benchmarks	None
	Grade 3	Vendor Composites using vendor benchmarks	None

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

No

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 Hayfield Public School District (0203-01) 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
FastBridge aReading	Grade 4	Other	Vendor Benchmark
	Grade 8	Other	Vendor Benchmark
	Grade 5	Other	Vendor Benchmark
	Grade 9	Other	Vendor Benchmark
	Grade 10	Other	Vendor Benchmark
	Grade 6	Other	Vendor Benchmark
	Grade 11	Other	Vendor Benchmark
	Grade 12	Other	Vendor Benchmark
	Grade 7	Other	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Hayfield Public School District (0203-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

Capti ReadBasix subtest Word Recognition and Decoding was given to students receiving intervention every 4-6 to monitor progress. Intervention groups were then adjusted as needed based on data.

Continuous Improvement for Screening Tools Used in Grades 4-12

Hayfield Public School District (0203-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We plan to do the integrated screening process next year for 4-12th grades.

4. 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	46	34	47	28	46	28
1st	54	29	54	21	54	26
2nd	47	29	47	26	47	25
3rd	44	28	43	26	43	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. 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) uses the following criteria to identify students 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	46	26
1st	54	34
2nd	47	22
3rd	43	21

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

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 Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

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	51	0	51	46	41	0
5th	56	0	56	52	44	0
6th	43	43	17	17	17	0
7th	35	35	12	12	11	0
8th	56	54	22	20	18	0
9th	38	33	18	14	12	0
10th	47	36	15	12	11	0
11th	44	35	11	10	10	0
12th	46	30	14	6	6	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.

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 System of Supports (MTSS) framework to ensure that evidence-based instruction and intervention are matched to individual student literacy needs across grades K-12. Tier 1 focuses on high-quality core instruction aligned to the Minnesota Academic Standards in English Language Arts (2020). Tier 2 provides supplemental targeted interventions for students not yet meeting proficiency benchmarks, while Tier 3 provides intensive interventions for students demonstrating significant reading difficulties. Extension and enrichment opportunities are also provided for students performing above grade-level expectations.

At the elementary level, all students receive daily literacy instruction that includes explicit teaching in phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and language development. Core instructional resources include Functional Phonics + Morphology, Heggerty, myView Literacy, and additional knowledge-building resources aligned to grade-level standards. Universal screening data from FastBridge earlyReading and CBMReading assessments are used three times per year to identify students requiring additional support. Classroom formative assessments, common summative assessments, progress monitoring data, and teacher observations are also utilized when making instructional decisions.

Students identified as performing below benchmark may receive Tier 2 supplemental support focused on specific skill deficits. Students demonstrating significant skill gaps or limited response to intervention may receive Tier 3 intensive intervention services. Intervention resources may include Functional Phonics, UFLI, Really Great Reading, FASTBridge interventions, and other evidence-based instructional supports matched to student need.

At the secondary level, students in grades 6-12 are screened using FastBridge aReading and/or CBMReading assessments. Additional data sources, including MCA performance, classroom performance, grades, and teacher recommendations, are used to identify students requiring intervention support. Students performing below benchmark are further evaluated using Capti ReadBasix to identify specific foundational reading skill deficits, including decoding, word recognition, fluency, vocabulary, and comprehension needs.

Based on screening and diagnostic results, secondary students may receive Tier 2 or Tier 3 intervention support during intervention blocks, targeted learning time, study hall, homeroom, or other designated instructional periods. Intervention decisions are made collaboratively through PLC+, MTSS, and intervention team meetings. Data teams regularly review screening, diagnostic, progress monitoring, and classroom assessment data to determine intervention placement, instructional focus, and next steps for individual students.

Throughout grades K-12, instructional decisions are driven by ongoing data analysis to ensure students receive timely, responsive, and evidence-based literacy instruction and intervention aligned to their demonstrated needs.

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

Hayfield Community Schools monitors the fidelity of Tier 1 literacy instruction through learning walks, collaborative PLC+ meetings, instructional coaching, assessment reviews, and ongoing professional development. The district prioritizes explicit, systematic, evidence-based literacy instruction aligned to the Science of Reading and Minnesota READ Act requirements.

At the elementary level, the principal, instructional lead, literacy coach, and intervention coordinator conduct regular learning walks to observe literacy instruction and monitor implementation of district instructional practices and curricular resources. Fidelity checklists aligned to resources such as Functional Phonics + Morphology and Heggerty are utilized to support consistency in instructional delivery. Feedback and coaching conversations occur following observations to support continuous instructional improvement.

Elementary PLC teams meet regularly to review formative assessment data, screening results, progress monitoring data, and common assessments. During PLC+ meetings, teams discuss essential grade-level standards, instructional practices, student learning evidence, intervention responses, and instructional next steps. Teachers use this information to differentiate instruction through flexible grouping, targeted small-group instruction, scaffolded supports, enrichment opportunities, and strategic intervention planning.

At the secondary level, literacy fidelity and differentiation processes focus on ensuring that reading instruction and support are integrated across content areas. Secondary teachers, interventionists, and instructional leaders collaborate to review screening and classroom performance data to identify students requiring additional literacy support. Professional development and coaching support secondary staff in implementing evidence-based literacy practices, vocabulary instruction, fluency support, comprehension strategies, and disciplinary literacy practices within core content instruction.

The Director of Teaching and Learning, instructional leadership team, and intervention staff meet regularly with secondary teachers to review diagnostic data, Capti ReadBasix results, classroom assessments, and intervention progress. Discussions focus on instructional effectiveness, student engagement, differentiation strategies, and intervention alignment to student needs.

Differentiation of Tier 1 instruction across grades K-12 includes flexible grouping, scaffolded instruction, explicit modeling, reteaching opportunities, intervention and enrichment blocks, use of formative assessment data, and targeted instructional supports based on student performance. Professional development, coaching, collaborative planning, and ongoing data analysis are used to support consistent implementation of evidence-based literacy

practices throughout the district.

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

At the elementary level, students in grades K-5 are identified for Tier 2 supplemental reading intervention through multiple data sources including FastBridge screening assessments, classroom formative assessments, teacher observations, and grade-level performance data. Students qualify for Tier 2 support if classroom assessment data indicates ongoing difficulty with foundational literacy skills, fluency, comprehension, vocabulary, or writing.

Students in grades K-5 may qualify for Tier 3 intensive intervention when they score below the 20th percentile on FastBridge assessments, demonstrate significant deficits in foundational reading skills, or show limited progress despite receiving Tier 1 and Tier 2 instructional support. Students performing significantly below grade-level expectations based on multiple data sources may also be referred to Tier 3 intervention services.

At the secondary level, students in grades 6-12 are screened using FastBridge aReading and/or CBMReading assessments. Additional indicators including MCA performance, classroom assessments, course performance, teacher recommendation, and intervention history are considered when determining intervention needs. Students performing below benchmark on screening assessments may receive additional diagnostic evaluation through Capti ReadBasix to identify specific literacy skill deficits.

Secondary students demonstrating mild to moderate skill deficits in reading fluency, decoding, vocabulary, comprehension, or foundational literacy skills may qualify for Tier 2 intervention support. Students demonstrating significant deficits, limited response to prior interventions, or substantial gaps in foundational reading skills may qualify for Tier 3 intensive intervention services.

Intervention placement decisions at both the elementary and secondary levels are made collaboratively through PLC+, MTSS, intervention team, and data review meetings. Multiple sources of data are considered to ensure interventions are appropriately matched to individual student literacy needs.

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:

Hayfield Community Schools utilizes a structured K-12 progress monitoring protocol to evaluate student response to intervention and determine when instructional intensifications or modifications are needed for Tier 2 and Tier 3 literacy supports.

At the elementary level, students receiving Tier 2 and Tier 3 interventions are progress monitored weekly using FastBridge progress monitoring tools, curriculum-based measures, classroom formative assessments, and intervention-specific assessments. Grade-level PLC teams review Tier 2 student data on a regular basis to evaluate student growth, instructional effectiveness, and intervention alignment to student need. Interventionists and instructional support staff review Tier 3 student data bi-monthly or more frequently as needed to determine whether interventions should be continued, intensified, modified, or faded.

At the secondary level, students receiving literacy interventions are progress monitored regularly using Capti ReadBasix progress monitoring measures, classroom assessments, course performance data, and intervention-specific skill assessments. Secondary interventionists, classroom teachers, and instructional leaders collaborate to review student progress data and identify students requiring instructional adjustments or additional support.

Progress monitoring reviews across grades K-12 focus on student growth trends, rate of improvement, intervention fidelity, attendance patterns, classroom performance, and responsiveness to instruction. When students are not demonstrating adequate progress, instructional teams may intensify interventions through increased intervention frequency, smaller group size, additional instructional time, modified instructional approaches, or changes to intervention resources.

PLC+, MTSS, and intervention team meetings provide structured opportunities for collaborative data analysis and problem solving. Teams use progress monitoring data to identify instructional strengths, determine intervention effectiveness, and ensure interventions remain appropriately matched to student literacy needs.

This ongoing progress monitoring process supports timely, responsive instructional decision making and helps ensure that students receive evidence-based literacy interventions aligned to their individual areas of need across grades K-12.

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

At the elementary level, students may exit Tier 2 supplemental intervention when they consistently demonstrate grade-level proficiency on classroom assessments, common grade-level assessments, progress monitoring measures, and FastBridge screening data. Students exiting Tier 2 support must demonstrate that they are able to successfully maintain grade-level performance within core instruction without supplemental intervention support.

Students receiving Tier 3 intensive intervention may exit or transition to a less intensive level of support when they demonstrate consistent progress toward grade-level expectations and meet intervention goals established through progress monitoring and screening data. This may include meeting grade-level benchmark expectations on FastBridge progress monitoring measures, demonstrating adequate growth across multiple data points, and showing the ability to maintain progress within Tier 1 or Tier 2 supports.

At the secondary level, students may exit Tier 2 or Tier 3 literacy intervention when multiple data sources indicate that intervention support is no longer necessary. Exit criteria may include benchmark performance on FastBridge assessments, successful completion of intervention goals, improved classroom performance, successful progress monitoring outcomes, improved course performance, and demonstrated proficiency in targeted literacy skill areas identified through Capti ReadBasix or other diagnostic assessments.

For both elementary and secondary students, intervention exit decisions are made collaboratively through PLC+, MTSS, intervention team, and data review meetings. Teams review multiple data sources including screening data, progress monitoring data, classroom performance, intervention fidelity, teacher feedback, and student growth trends before determining whether intervention services should be continued, intensified, reduced, or exited.

Students exiting intervention services continue to be monitored through core instruction, classroom assessments, and universal screening processes to ensure continued success and identify any future support needs in a timely manner.

Continuous Improvement for Data-Based Decision Making for Action

Hayfield Public School District (0203-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

Hayfield Community Schools will continue refining its K-12 literacy systems during the 2026-27 school year. Planned improvements include expanding secondary literacy intervention systems, strengthening progress monitoring procedures in grades 6-12, increasing consistency in data review protocols across grade levels, and continuing alignment work between core instruction, assessment practices, and intervention supports. The district will also continue building staff capacity in evidence-based literacy practices, disciplinary literacy, and implementation of READ Act requirements through ongoing professional development and coaching support.

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 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 and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)
Grade 1	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)
Grade 2	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)
Grade 3	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)
Grade 4	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)
Grade 5	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)
Grade 6	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)
Grade 7	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)

Grade	Frequency of Notification	Method of Notification
Grade 8	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)
Grade 9	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)
Grade 10	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)
Grade 11	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)
Grade 12	Other - K-5: 3 times a year, 6-12: 1 time a year	Other - digital messaging (6-12), parent teacher conferences and letter sent home with students (K-5)

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) Litearcy Instruction and Curricula

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

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Kindergarten	45
	Foundational	Grade 1	45
	Foundational	Grade 2	45
	Foundational	Grade 3	45
	Foundational	Grade 4	45
	Foundational	Grade 5	45
myView Literacy, K-5, (Minimally Aligned)	Knowledge Building	Kindergarten	45
	Knowledge Building	Grade 1	45
	Knowledge Building	Grade 2	45
	Knowledge Building	Grade 3	45
	Knowledge Building	Grade 4	45
	Knowledge Building	Grade 5	45

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
There was a committee that met to review curriculum options. This committee met with curriculum reps to take a deep dive into the programs. All the resources were carefully reviewed and went through a district created checklist to ensure it was meeting all our needs. The committee ended up coming to a decision, which was approved by administration.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
After our selection and purchase in 2024, we had implementation training provided by the company. Fidelity checks, coaching, and standards alignment and mapping are all ongoing each year and adjusted as needed.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Hayfield Public School District (0203-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

5th Grade will be moving to Wit and Wisdom as their knowledge building curriculum to align with our 6-8th grades.

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 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Lexia Core 5	Tier 3	Kindergarten	20
	Tier 3	Grade 1	20
	Tier 3	Grade 2	20
	Tier 3	Grade 3	20
	Tier 3	Grade 4	20
	Tier 3	Grade 5	20
UFLI	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
Other Resources - Functional Phonics + Morphology	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Hayfield Public School District (0203-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$30,515

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

$30,515

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 2024 school year:

$25,042

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

$0

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
Contracting or employing a District Literacy Lead	Literacy Aid Funds

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.

Hayfield Public School District (0203-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

05/23/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Hayfield Public School District (0203-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

05/28/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

All teachers completed the approved training with 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:

Hayfield Community Schools collects multiple sources of fidelity data to ensure that teachers in grades K-12 are implementing systematic, sequential, explicit, and diagnostic evidence-based literacy instruction aligned to READ Act expectations and the Science of Reading.

At the elementary level, fidelity data is gathered through classroom observations, learning walks, PLC+ discussions, assessment reviews, and intervention data meetings. Administration and instructional leadership staff utilize fidelity checklists aligned to district literacy resources including Functional Phonics + Morphology and Heggerty. Observations focus on instructional routines, explicit instruction, pacing, student engagement, corrective feedback, and alignment to grade-level standards.

Additional fidelity data includes FastBridge screening data, progress monitoring data, common formative assessments, intervention data, and classroom performance. PLC teams regularly analyze this data to determine instructional

effectiveness and identify areas needing additional support.

At the secondary level, fidelity data includes classroom observations, collaborative PLC discussions, intervention reviews, and assessment analysis. Secondary staff review FastBridge screening data, Capti ReadBasix results, classroom performance data, intervention participation, and progress monitoring information to evaluate literacy instruction and intervention practices across content areas.

Professional development participation and implementation evidence are also utilized as fidelity measures. Staff participation in CORE OLLA training, district literacy professional development, and collaborative planning meetings are monitored to support consistent implementation of evidence-based literacy practices across grades K-12.
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:
Hayfield Community Schools provides ongoing coaching support and feedback to teachers in grades K-12 to strengthen implementation of systematic, sequential, explicit, and diagnostic evidence-based literacy instruction. Coaching support is informed by classroom observations, learning walks, assessment reviews, PLC+ meetings, intervention data, and professional development participation.

At the elementary level, administration and instructional lead/literacy coach support teachers through coaching cycles, collaborative planning, modeling, data analysis, and reflective feedback conversations. Feedback focuses on instructional routines, explicit instruction, pacing, student engagement, corrective feedback, and implementation of evidence-based literacy practices.

PLC+ meetings serve as a primary structure for collaborative coaching and continuous improvement. Teams review standards, screening data, formative assessments, progress monitoring, and intervention outcomes to determine instructional next steps and needed supports. Coaching support may include co-planning, modeling, intervention guidance, and resource support.

At the secondary level, coaching support focuses on literacy practices across content areas and intervention settings. Secondary teachers and interventionists receive support in vocabulary instruction, fluency, comprehension strategies, disciplinary literacy, and intervention implementation. Staff also participate in collaborative data reviews, professional development, and instructional planning discussions.

Hayfield Community Schools also utilizes COMPASS Literacy Leads to strengthen literacy practices, support standard alignment work, and build instructional consistency across grade levels and content areas.

When fidelity or student outcome data indicates additional support is needed, individualized coaching, targeted

professional development, additional observations, and collaborative planning opportunities are provided to support continuous growth in instructional practice across grades K-12.

The following changes in instructional practices have impacted students:

The implementation of more systematic, sequential, explicit, and diagnostic literacy practices has positively impacted teaching and learning across Hayfield Community Schools. Through the district's focus on evidence-based literacy instruction, staff have developed greater consistency in instructional routines, intervention practices, assessment use, and literacy expectations across grade levels.

At the elementary level, teachers have reported increased student engagement, improved confidence with literacy tasks, and stronger foundational skill development as a result of more explicit phonics and morphology instruction. Consistent instructional routines through resources such as Functional Phonics + Morphology and Heggerty have helped reduce cognitive load for students, allowing them to focus more directly on skill development and application.

FastBridge screening and progress monitoring data demonstrate growth for many students receiving Tier 2 and Tier 3 interventions. PLC and intervention teams have also reported improved ability to identify specific student skill deficits and respond with targeted instructional support.

At the secondary level, implementation of FastBridge screening and Capti ReadBasix assessments has strengthened the district's ability to identify literacy needs beyond the elementary grades. Secondary staff have increased awareness of foundational literacy skill deficits and their impact on student performance across content areas. Increased collaboration between interventionists, classroom teachers, and instructional leaders has strengthened literacy support systems for struggling readers.

Districtwide, instructional shifts toward explicit instruction, diagnostic assessment practices, and data-based decision making have strengthened literacy systems and improved the district's ability to provide responsive support for students across grades K-12.

Hayfield Public School District (0203-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Hayfield Community Schools continues to strengthen culturally responsive literacy practices through professional development, collaborative planning, instructional reflection, and curriculum alignment work. The district recognizes the importance of creating literacy learning environments where all students feel valued, supported, and connected to learning.

Professional development through CORE OLLA and district literacy training has supported teachers in understanding how culturally responsive practices connect to evidence-based literacy instruction. Staff have engaged in discussions around student engagement, background knowledge, inclusive instructional practices, relationship building, and creating learning environments that support diverse student needs.

At the elementary level, teachers collaborate during PLC+ meetings and curriculum alignment discussions to review instructional resources, assessments, and learning experiences through a culturally responsive lens. Teams discuss opportunities to strengthen student voice, increase engagement, build background knowledge, and provide meaningful access points for all learners.

At the secondary level, literacy support is embedded across content areas through disciplinary literacy practices, discussion opportunities, vocabulary instruction, and comprehension strategies that help students engage with a variety of texts and perspectives. Secondary staff collaborate to identify instructional strategies and supports that improve access and engagement for all learners.

Teachers are supported through coaching conversations, collaborative planning, professional development, and PLC discussions focused on equitable access, student engagement, and culturally responsive literacy instruction. Hayfield Community Schools will continue strengthening culturally responsive literacy practices through ongoing coaching, literacy leadership collaboration, and reflective instructional conversations across grades K-12.

Hayfield Public School District (0203-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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):

Hayfield Community Schools will continue providing literacy-focused professional development opportunities aligned to the Minnesota ELA Standards and READ Act requirements. The district will utilize COMPASS Literacy support, ongoing PLC+ discussions, curriculum mapping work, instructional coaching, and collaborative planning opportunities to strengthen literacy instruction across grades K-12.

Professional development will focus on strengthening systematic, explicit, and evidence-based literacy instruction in the areas of reading, writing, and exchanging ideas. Teachers will continue engaging in standards alignment work to ensure instruction, assessment, and intervention practices are aligned to grade-level expectations and student learning targets.

Elementary professional development will continue to focus on foundational literacy instruction including phonemic awareness, phonics, morphology, fluency, vocabulary, comprehension, and writing instruction. Secondary professional development will focus on disciplinary literacy practices, vocabulary development, comprehension strategies, writing across content areas, and supporting literacy instruction within core content classes.

PLC+ meetings and collaborative planning time will provide opportunities for teachers to review student data, analyze

instructional practices, discuss intervention supports, and share instructional strategies aligned to the ELA standards. Coaching support and professional learning opportunities will also focus on student engagement, instructional differentiation, and effective literacy practices to support all learners across grades K-12.

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)	6	6	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	13	0	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	4	4	0	0
K-3 Classroom teachers	10	10	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	2	2	0	0
K-12 Special Education educators responsible for foundational reading instruction	3	3	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	8	5	0	3
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	2	1	0	1
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	5	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

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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.

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

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.

Hayfield Public School District (0203-01) does not include a DLI Program