



Local Literacy Plan: 2026-27 School Year

To support every 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, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: Hastings Public Schools ISD 200

Date of Last Revision: June 8, 2026

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 [Minn. Stat. 120B.12 \(2023\)](#).

District Literacy Goal

Through the use of formative assessments, regular collaboration within our PLCs, lesson adjustments and targeted feedback to students, our 25-26 goal was that we will increase the overall number of K-8 grade students reading at grade level from 60.9% to 65%. To accomplish this, we took two major steps: a focus on teacher coaching in our second full year with comprehensive reading curriculums, and a more concrete MTSS process within the district. Our overall percentage of K-8 students reading at grade level for 25-26 was 65.8%, exceeding our goal.

For the 26-27 school year, we will continue to implement our MDE approved elementary literacy curriculums, as well as continue to provide high quality intervention instruction to students who are not at grade level. We will also continue to provide coaching to teachers on our literacy curriculums. Through doing those steps, Hastings

Public Schools will see an increase in the overall number of K-8 grade students reading at grade level from 65.8% to 70%.

The Literacy Lead for Hastings Public Schools for the 25-26 school year will be Andy Larson, who can be contacted via email at alarson@isd200.org

Our Local Literacy Plan can be found on our school website at <https://www.hastings.k12.mn.us/page/local-literacy-plan>

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected. We will be using the FastBridge benchmarks to determine grade-level proficiency.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	X Grade K X Grade 1 X Grade 2 X Grade 3	<input type="checkbox"/> Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: FastBridge AutoReading	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness X Phonics <input type="checkbox"/> Fluency X Vocabulary X Comprehension	X Universal Screening <input type="checkbox"/> Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)
Name of Screener: Capti ReadBasix	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X Grade 8 X Grade 9 X Grade 10 X Grade 11 X Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness X Phonics <input type="checkbox"/> Fluency X Vocabulary X Comprehension	<input type="checkbox"/> Universal Screening X Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) X Winter X Last 6 weeks of School (Spring)

In the 26-27 school year, Hastings Public Schools will be using FastBridge and 25-26 Capti ReadBasix scores in grades 4-12 to determine grade-level proficiency. We will then use the gated screening process of using that screener information to assess students deemed below grade level proficiency for characteristics of dyslexia using Capti-ReadBasix.

Parent Notification and Involvement

Hastings Public Schools will adopt the next steps of our MTSS model for the 2025-2026 school year. One of the key components of these next steps is a series of communication strategies with families. One of these communication strategies centers around intervention and students not reading at or above grade level. Our plan will have several components:

1. Parents will be notified via written communication after our fall screening processes, letting them know that their student has been identified as either some risk or high risk and will be receiving literacy support. This support will be done either by a literacy interventionist or by the classroom teacher in a small, tier 2 setting.
2. Parents will receive, at conferences in the fall, a list of at-home strategies that they can use with their child to help increase their literacy skills, including but not limited to phonemic awareness activities, phonics games, and appropriately leveled fluency passages.
3. Parents will be updated monthly on their child’s progress monitoring data, being provided with information that shows the student’s overall progress on the intervention they are currently working on.
4. If an intervention is not effective over the course of 6-8 weeks, parents will be notified of next steps in the MTSS process: the teacher will bring the student’s case and data to a problem solving team where they will be given a different intervention to try that the team believes targets a missing, underlying skill.
5. Parents will continue to receive monthly reports as their child goes through the second intervention.

Student Summary Level and Dyslexia Screening Data 2024-25 School Year

Summary Data Kindergarten through 3rd Grade

- In this section, districts will provide the following summary data for students in grades kindergarten through grade three: the number of students universally screened, at or above benchmark in the fall, winter, and spring.
- Enter zero (0) in the table if no students are in that category.

Grade	Universally Screened Fall	At or Above Benchmark Fall	Universally Screened Winter	At or Above Benchmark Winter	Universally Screened Spring	At or Above Benchmark Spring
K	245	165	252	197	251	194
1	254	166	252	150	254	170
2	245	152	246	157	248	166
3	263	178	265	190	268	188

In this section districts will provide the following dyslexia screening summary data for students in grades kindergarten through grade three: the number of students screened for dyslexia, and the number of students demonstrating characteristics of dyslexia.

Enter zero (0) in the table if no students are in that category.

Grade	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
Kindergarten	245	12
1	254	28
2	41	41
3	26	25

Students Grades 4-12 Not Reading at Grade Level

In this section districts will indicate the number of students in each grade level, the number of students not reading at grade level who were screened for characteristics of dyslexia, the number of students demonstrating characteristics of dyslexia, and the number of students who were opted out of screening for grades 4-12.

Grade	Total in Grade	Identified as not reading at grade level and screened	Demonstrating Characteristics of Dyslexia	Opted Out of Screening and Identified as Not Reading at Grade Level
4th	295	27	23	0
5th	301	39	34	6
6th	287	36	24	0
7th	306	20	14	4
8th	312	26	22	9
9th	336	44	26	1
10th	305	35	7	2
11th	335	37	7	4

12th	360	6	4	14
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Parent Notification and Involvement

Communication and Identification Strategies

- **Target Grades:** Parents are notified across all grades K-12 when children are identified as not reading at grade level.
- **Frequency:** Official notification occurs 1 time per year.
- **Methods of Notification:** Letters sent home with students and parent-teacher conferences.
- **Included Information:**
 1. Student's reading proficiency level as measured by the MDE approved screener.
 2. Reading related services currently being provided to the student.
 3. Strategies parents/families can use at home in helping their student succeed.

Community Engagement Channels

Hastings Public Schools engages families around student literacy through Parent-Teacher Conferences and targeted School Events. No major structural changes are being implemented to parent notification systems this year.

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	UFLI & Heggerty	Foundational Skills	30 minutes whole group 40 minutes small group
	Great Minds: Wit and Wisdom	Knowledge Building	90 minutes whole group

1 st	UFLI & Heggerty	Foundational Skills	30 minutes whole group 40 minutes small group
	Great Minds: Wit and Wisdom	Knowledge Building	90 minutes whole group
2 nd	UFLI	Foundational Skills	30 minutes whole group 40 minutes small group
	Great Minds: Wit and Wisdom	Knowledge Building	90 minutes whole group
3 rd	UFLI	Foundational Skills	40 minutes small group
	Great Minds: Wit and Wisdom	Knowledge Building	90 minutes whole group
4 th	UFLI	Foundational Skills	40 minutes small group
	Great Minds: Wit and Wisdom	Knowledge Building	90 minutes whole group
5 th	Great Minds: Wit and Wisdom	Knowledge Building	56 minute daily class period

Data-Based Decision Making Through MTSS for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) 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 evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Hastings Public Schools has adopted the MnMTSS framework in our district. Our Teaching and Learning and MTSS team have been a part of the professional learning cohorts put on by the Minnesota Department of Education. Below is how our three tiers of MTSS have been implemented in our district:

Tier 1 Evidence-Based Instructional Materials and Programs

Hastings Public Schools selects evidence-based core curriculum instructional materials and ensures training for all staff in the use of these materials. This review process includes authentic collaboration

with the students, families, and communities being served. The instructional materials in the table above have undergone a sequential review process that ensured evaluation for:

- Alignment to Minnesota [Academic](#) or [Early Learning](#) standards and [Social Emotional Learning](#) (SEL) competencies.
- Embedded evidence-based instructional strategies.
- Culturally and linguistically sustaining.
- Inclusion of multiple perspectives and identities.
- Recognition of bias in upholding stereotypes.

To ensure continued fidelity of implementation, Hastings will be having professional walkthroughs done by our literacy company, Great Minds, along with principals and Teaching and Learning staff. Teaching and Learning staff will provide coaching to staff who need additional support in implementing the tier 1 curriculum with fidelity.

Hastings schools have a strong Tier 2 and Tier 3 supplemental instruction and intervention program. Our staff utilize screener, diagnostic and formative assessment data to determine when Tier 1 universal instruction is not meeting the needs of a student and create a targeted plan to intervene. Our Tier 2 and Tier 3 programming is described in detail below.

Tier 2 Supplemental Intervention

Tier 2 instruction is determined by our FastBridge screener. At the elementary level, students who have been identified as “some risk” on the screener will receive their Tier 2 intervention instruction from their classroom teacher in small groups. This instruction will be based on a diagnostic assessment, either the Phonological Awareness Skills Test or the CORE Phonics Survey.

Students in tier 2 instruction will receive instruction for 20 minutes per day 3-4 days per week. Bi-weekly progress monitoring done via FastBridge’s tools will provide the teacher ongoing data, and that data will be tracked over the course of 6-8 weeks. Students who have made enough progress in the intervention to see their overall skill in a curriculum-based measure of reading at or above grade level will no longer need to receive the tier 2 intervention. Students who have continued to fall further behind and fall into the “high risk” category will be moved to a tier 3 intervention.

Tier 3 Intensive Intervention

Tier 3 instruction is determined by our FastBridge screener. At the elementary level, students who have been identified as “high risk” on the screener will receive their Tier 3 intervention instruction from a literacy interventionist in an intensive small group. This instruction will be based on a diagnostic assessment, either the Phonological Awareness Skills Test or the CORE Phonics Survey.

Students in tier 3 instruction will receive instruction for 20-30 minutes per day 4-5 days per week. Weekly progress monitoring done via FastBridge’s tools will provide the teacher and interventionist ongoing data, and that data will be tracked over the course of 6-8 weeks. Students who have not made enough progress will have their intervention modified to better fit their needs. Students who have made enough progress in the

intervention to see their overall skill in a curriculum-based measure of reading go outside of the “high risk” category will have their intervention moved into a tier 2 setting.

At the middle school level, students who have been identified as “high risk” on the screener will receive their Tier 3 intervention instruction from a literacy interventionist in an intensive small group. This instruction will be based on a diagnostic assessment, either the CORE Phonics Survey or the MAZE comprehension assessment.

Students in tier 3 instruction will receive instruction for 20 minutes per day, 5 days per week. Weekly progress monitoring done via FastBridge’s tools will provide the teachers and interventionist ongoing data, and that data will be tracked over the course of 6-8 weeks. Students who have made enough progress in the intervention to see their overall skill in a curriculum-based measure of reading go outside of the “high risk” category will have their intervention moved into a tier 2 setting.

Reading Interventions

Grade	Diagnostic Assessment	Tier 2 Interventions	Tier 3 Interventions
Kindergarten	Phonological Awareness Screening Test (PAST), CORE Phonics Screener	Heggerty UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	Heggerty UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
First Grade	Phonological Awareness Screening Test (PAST), CORE Phonics Screener	Heggerty UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	Heggerty UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
Second Grade	Phonological Awareness Screening Test (PAST), CORE Phonics Screener	UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
Third Grade	CORE Phonics Survey	UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
Fourth Grade	CORE Phonics Survey	UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
Fifth Grade	CORE Phonics Survey MAZE		UFLI Sound Boxes TCM Leveled Library

			2-3 students per group 20 minutes 5 days/week
Sixth Grade	CORE Phonics Survey MAZE		UFLI Sound Boxes TCM Leveled Library 2-3 students per group 20 minutes 5 days/week

Professional Development Plan

Hastings teaching staff will be using CORE: Online Language and Learning Academy as our professional development in the Science of Reading. All pre-k and elementary staff and all special education staff pre-k-12 will be participating in this training. The program calls for 35-55 hours of asynchronous professional development next year. Untrained Hastings staff will be given 50 hours of voucher time to complete their training. There will also be three 1-hour long synchronous sessions that staff will participate in throughout the year.

Below are our totals of trained and untrained staff currently in the district.

Phase 1: Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	8	8	0	0
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	4	4	0	0
K-3 Classroom Educators	52	52	0	0
Grades 4-5 (or 6) Classroom	17	17	0	0

Educators (if applicable)				
K-12 Reading Interventionists	6	6	0	0
K-12 Special Education Educators responsible for reading instruction	34	34	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Hastings teaching staff will be using STRIVE as our professional development plan for Phase 2 Educators. All ELA classroom teachers in grades 6-12, the teachers in the Hastings Alternative Learning Program, and our secondary principals and assistant principals will be taking this training. The program calls for 35 hours of asynchronous professional development next year. There will also be three synchronous sessions that staff will participate in throughout the year.

Phase 2 Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
Grades 4-12 Classroom Educators responsible for reading instruction	16	0	16	0

Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	2	0	2	0
Grades 6-12 Instructional Support Staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	5	0	5	0

Literacy Incentive Aid Funds

In the 25-26 school year, Hastings Public Schools aid entitlement was \$189,829.74 in Literacy Incentive Aid Funds. We utilized \$18,402 from prior year rollover.

Our budget for these funds, as well as rollover funds, was:

- \$24,050 Teacher Read Act Training (ongoing)
- \$11,000 Para Read Act Training (\$11,216 Actual)
- \$5,865 Fica/Pera/Tra on Read Act Training (ongoing)
- \$141,056 Literacy and Curriculum Lead Salary and Benefits (ongoing)
- \$23,850 Literacy Curriculum Training through Great Minds (\$23,850 Actual)

At the time of this submission final payments for Read Act trainings are ongoing, and on track from a budget perspective.