



**Hastings
Public Schools**

Local Literacy Plan

June 17, 2026

Prepared by Andy Larson

Students are the heart



of all we do

Purpose

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.



Goals

2025-26 Goal

We will increase the overall number of K-8 grade students reading at grade level from 60.9% to 65%.

Key Strategies

We will achieve this goal with a focus on teacher coaching in our second full year with a comprehensive curriculum, as well as a more focused approach to analysis of our tier 2 student data.

2025-26 Outcome

Our overall percentage of K-8 students reading at grade level for 25-26 was 65.8%, exceeding our goal.

2026-27 Plan

We will be working with admin on doing year 3 fidelity checks of curricular implementation, as well as refining our MTS approach with 4-6 week checks in on all students not achieving desired growth.

2026-27 Goal

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%.

Universal Screening

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

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

Fall

Fall Notification:

- All parents receive score reports.
- Parents notified in writing if student is identified as "some risk" or "high risk"
- Literacy support provided by interventionist or classroom teacher (Tier 2/3 small group)

Fall Conferences:

- Parents receive at-home literacy strategies (e.g., phonemic awareness, phonics games, fluency passages)

Ongoing

- Monthly updates on progress monitoring data
- Intervention Review (6–8 weeks):
 - If ineffective, parents informed of next MTSS steps
 - Case reviewed by problem-solving team; new intervention assigned
- Monthly reports continue during second intervention phase

Student Summary Level (K-3)

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

Dyslexia Screening

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

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

Core Reading Instruction and Curricula (K-5)

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

Core Reading Instruction and Curricula (6-12)

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Scholastic Scope	Comprehension, vocabulary, writing	56 minute daily class period
7 th	Scholastic Scope	Comprehension, vocabulary, writing	56 minute daily class period
8 th	Scholastic Scope	Comprehension, vocabulary, writing	56 minute daily class period
9 th	McDougal Littell Literature (2008); Teacher Created Units	Comprehension, vocabulary, writing	46 minute daily class periods
10 th	McDougal Littell Grade 10 (2008); Teacher Created Units	Comprehension, vocabulary, writing	46 minute daily class periods
11 th	American Literature McDougal Littell; Teacher Created Units	Comprehension, vocabulary, writing	46 minute daily class periods
12 th	Teacher created/sourced articles – supplemental	Comprehension, vocabulary, writing	46 minute daily class periods

Data-Based Decision Making Through MTSS for Literacy Interventions

Tier 1: Core Instruction

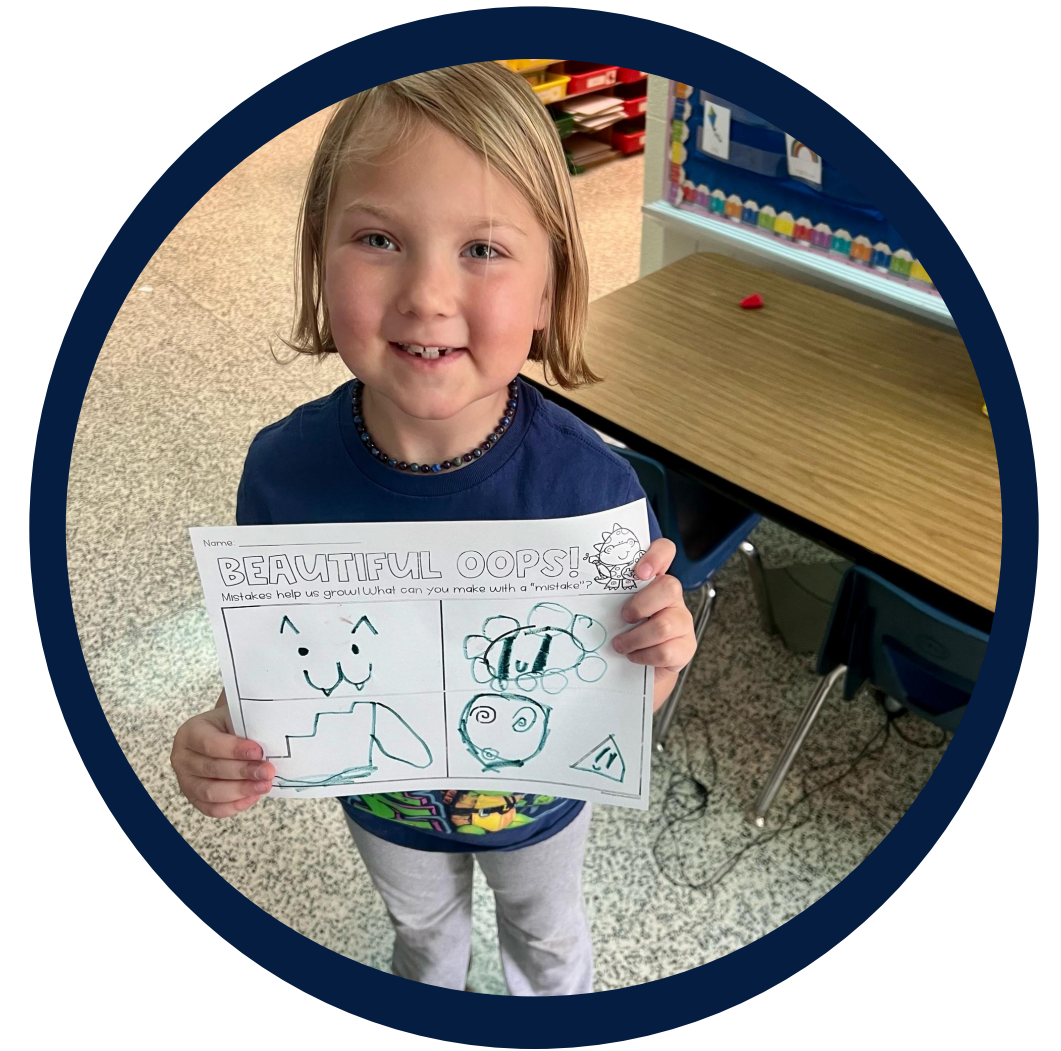
- Evidence-based curricula aligned to MN standards
- Inclusive of diverse perspectives
- Staff trained in implementation; ongoing support and coaching
- Walkthroughs by Great Minds, principals, and Teaching & Learning

Tier 2: Supplemental Intervention

- For students at “some risk” (FastBridge)
- Delivered by classroom teacher in small groups
- Based on diagnostic data (PAST or CORE Phonics)
- 20 min/day, 3–4 days/week
- Progress monitored bi-weekly (6–8 weeks)
- Exit or escalate based on growth

Tier 3: Intensive Intervention

- For students at “high risk” (FastBridge)
- Delivered by interventionist in small groups
- Based on diagnostic data (PAST, CORE Phonics, or MAZE)
- Elem: 20–30 min/day, 4–5 days/week
- MS: 20 min/day, 5 days/week
- Progress monitored weekly (6–8 weeks)
- Adjust or step down based on response



Data-Based Decision Making Through MTSS for Literacy 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
1st 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
2nd 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
3rd 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
4th 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
5th Grade	CORE Phonics Survey MAZE		UFLI Sound Boxes TCM Leveled Library 2-3 students per group 20 minutes 5 days/week
6th Grade	CORE Phonics Survey MAZE		UFLI Sound Boxes TCM Leveled Library 2-3 students per group 20 minutes 5 days/week

Read Act Training Update

Phase 1

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 Educators (if applicable)	17	17	0	0
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

Read Act Training Update

Phase 2

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

Recommendation

Recommend to adopt the 2026-27 Local Literacy Plan.

Adopting this plan ensures the district remains compliant with Minn. Stat. 120B.12 and continues its structured, data-driven path toward higher student growth and proficiency.



Questions?

