

## Minnesota READ Act Literacy Plan for 2024-25

For

Hutchinson Public School District (0423-01)

Date Submitted to the State 06/05/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Hutchinson Public School District (0423-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

## Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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## 1. Read Act Goals

### District or Charter School Literacy Goals

Hutchinson Public School District (0423-01)'s literacy goal(s) for the 2024-25 school year:

All students will engage in grade-level core instruction and content. A variety of formative and summative assessments (normed, screening, diagnostic) will be used to identify students in need of intervention and to match them with research-based interventions. Additional time and support will be provided for small-group and/or one-on-one interventions linked to core instruction through the coordinated support of Title 1, MN Reading Corps (MRC), Alternative Delivery of Specialized Instructional Services (ADSIS), English Learners program (EL), and Special Education. Student progress will be monitored through efficient data systems. Students will be involved in their own learning, for their effort is what ignites their ability and turns it into accomplishment. Parents/Guardians will be involved in their students' successes through regular feedback about progress, opportunities to learn how to assist learning, and home support of literacy learning activities. On-going professional development will be embedded into the daily work of teachers and support staff.

The following was implemented or changed to make progress towards the goal(s):

All students were engaged in common Core/Tier 1 instruction K-12. This is a district expectation. Formative and summative assessments were used (FAST, STAR, MCA) in order to identify and matched to intervention. We provided Title I, ADSIS, Reading Corps support K-5. In addition, in grade 1 the district provided additional small-group intervention for 7 of the 9 grade-level sections. Progress was monitored for all students receiving intervention. Student data is reviewed with all students, especially those intervention to make goals and see their progress. Families do receive information on what they may use at home to support their children. This is done directly and through conferences. Staff required to have the Science of Reading training received this through LETRS, EC LETRS, or OLLA training.

The following describes how Hutchinson Public School District (0423-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The Read Act indicates that schools are to continue to intervene with students who are not reading at grade level. Not all of our students are reading at grade level yet, so our classroom teachers and intervention teams continue to provide Tier 1-3 instruction to meet this goal. EL and Special Education teachers continue to provide intervention services for students to grow towards achieving their individual goals.

Hutchinson Public School District (0423-01)'s literacy goal(s) for the 2025-26 school year:

By the end of the 2025-2026 school year, we have at minimum 85% of all students in each grade level reading at grade level.

Local Literacy Plan for Hutchinson Public School District (0423-01)

Hutchinson Public School District (0423-01)'s Local Literacy Plan is posted on the district website at:

<https://www.isd423.org/comprehensive-achievement-civic-readiness/>

## 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.

The table below details the screening tool used by Hutchinson Public School District (0423-01) 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:

| Grade Level  | Screening Tool Used                                       | Criteria Used to Determine Benchmark | Additional Screeners                            |
|--------------|---|--------------------------------------|---|
| Kindergarten | FastBridge earlyReading (K-1) and CBMReading (Grades 1-3) | Other (describe below)               | Really Great Reading Foundational Skills Survey |
| Grade 1      | FastBridge earlyReading (K-1) and CBMReading (Grades 1-3) | Other (describe below)               | Really Great Reading Foundational Skills Survey |
| Grade 2      | FastBridge earlyReading (K-1) and CBMReading (Grades 1-3) | Other (describe below)               | NA  |
| Grade 3      | FastBridge earlyReading (K-1) and CBMReading (Grades 1-3) | Other (describe below)               | NA  |

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Hutchinson Public School District (0423-01) 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 | 164   | 86   | 162   | 110  | 164   | 102  |
| Grade 1      | 164   | 76   | 164   | 97   | 164   | 117  |
| Grade 2      | 160   | 108  | 162   | 116  | 161   | 125  |
| Grade 3      | 205   | 147  | 205   | 161  | 204   | 158  |

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

## 4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Hutchinson Public School District (0423-01) 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.

Hutchinson Public School District (0423-01) 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 Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Other: Explain below

Vendor and MDE composite

### Dyslexia Screening Summary Student Counts K-3

| Grade        | Number of Students Screened for Dyslexia | Number of Students Demonstrating Characteristics of Dyslexia |
|--------------|--|--|
| Kindergarten | 164                                      | 46   |
| Grade 1      | 164                                      | 36   |
| Grade 2      | 162                                      | 36   |
| Grade 3      | 204                                      | 46   |

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. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Hutchinson Public School District (0423-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

### Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

| Grade(s) | Screening Tool Used    | Screening Tool Vendor | Criteria/ Benchmark Used |
|----------|------------------------|-----------------------|--------------------------|
| Grade 4  | aReading               | FastBridge            | Some Risk/High Risk      |
| Grade 5  | aReading               | FastBridge            | Some Risk/High Risk      |
| Grade 6  | AATR; TOWRE; QRI; WRAT | Pro Ed; Pearson       | High Risk                |
| Grade 7  | AATR; TOWRE; QRI; WRAT | Pro Ed; Pearson       | High Risk                |
| Grade 8  | AATR; TOWRE; QRI; WRAT | Pro Ed; Pearson       | High Risk                |
| Grade 9  |                        |                       |                          |
| Grade 10 |                        |                       |                          |
| Grade 11 |                        |                       |                          |
| Grade 12 |                        |                       |                          |

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Hutchinson Public School District (0423-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

Park Elementary (grades 4-5)--FastBridge aReading and CBM. Students at the 40th percentile and below are determined not to be reading at grade level. Middle School (grades 6-8)--Universal screeners (STAR, MCA-III, pattern of reading assessment results from grades 3-5); MAZE is also used. High School (grades 9-12)--As we implement the requirements of The Read Act, student data for all students will be reviewed from the data used while they were at the middle school. Students who exited their 8th grade year not reading at grade level will be determined to not be reading at grade level.



## 6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Hutchinson Public School District (0423-01) 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. (The reporting of this data is optional for the 2024-25 school year)

| Grade | Total Number of Students in Grade Level | Number of Students Identified as Not Reading at Grade Level Who Were Screened | Number of Students Demonstrating Characteristics of Dyslexia | Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening |
|-------|---|---|--|---|
| 4th   |   | CTSTR   | CTSTR  |   |
| 5th   |   | CTSTR   | CTSTR  |   |
| 6th   |   | CTSTR   | CTSTR  |   |
| 7th   |   | CTSTR   | CTSTR  |   |
| 8th   |   | CTSTR   | CTSTR  |   |
| 9th   |   | CTSTR   | CTSTR  |   |
| 10th  |   | CTSTR   | CTSTR  |   |
| 11th  |   | CTSTR   | CTSTR  |   |
| 12th  |   | CTSTR   | CTSTR  |   |

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. 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 Hutchinson Public School District (0423-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

### Parent Notification Frequency by Grade

| Grade        | Parent Notified | Frequency of Notification                     |
|--------------|-----------------|---|
| Kindergarten | Yes             | 3 times per year, after each screening window |
| Grade 1      | Yes             | 3 times per year, after each screening window |
| Grade 2      | Yes             | 3 times per year, after each screening window |
| Grade 3      | Yes             | 3 times per year, after each screening window |
| Grade 4      | Yes             | 3 times per year, after each screening window |
| Grade 5      | Yes             | 3 times per year, after each screening window |
| Grade 6      | Yes             | 3 times per year, after each screening window |
| Grade 7      | Yes             | 3 times per year, after each screening window |
| Grade 8      | Yes             | 3 times per year, after each screening window |
| Grade 9      | No              |   |
| Grade 10     | No              |   |
| Grade 11     | No              |   |
| Grade 12     | No              |   |

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital\_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

- 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

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

- Family engagement nights
- Parent teacher conferences
- School events
- Other - describe (Required)
  - School events--volunteer reading, STREAM night, author visits, parent mystery readers

## 8. 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.

Hutchinson Public School District (0423-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Weekly progress monitoring in all areas that a student does not meet benchmark for students in Tier 2 and 3.

The data from those assessments show student progress and growth or the lack thereof.

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

Our core literacy instruction is currently aligned K-12 with the 2010 ELA Academic Standards. This is a district expectation for all teachers of a common subject to have common learning expectations and common formative and summative assessments. During elementary devoted literacy time, classrooms scaffold learning with the gradual release of responsibility from Modeled reading to Shared reading, Interactive Reading, and Self-Selected Independent Reading. Differentiation occurs during this core instruction time to address students' needs, with Title I and ADSIS staff providing support.

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

West Elementary--FastBridge and MDE benchmarking and progress monitoring information. Tiger

Elementary--FastBridge and MDE benchmarking. Park Elementary--FastBridge, MCA, CBM, and classroom data.

Middle School--STAR Reading, MCA, Universal Screeners, AATR, TOWRY, QRI-6, WRAT-Spelling High

School--MCA and STAR data from the middle school academic years

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:

Lack of growth and not meeting targeted goals would reveal any intensifications or modifications needed in Tier 2 and 3 intervention.

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

Students exit intervention when they meet the next season (fall, winter, spring) benchmark level. Students exiting are monitored as the year continues to determine if intervention is again needed.

Does Hutchinson Public School District (0423-01) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:

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- All students not reading at grade level
- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

The following components are included in the personal learning plans, if used:

This includes who is receiving the intervention, what intervention is needed, frequency and duration of intervention,

Continuous Improvement for Data-Based Decision Making for Action

Hutchinson Public School District (0423-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

We will begin using the Capti ReadBasix starting in the winter of 2025-2026.

## 9. 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 \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Hutchinson Public School District (0423-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Hutchinson Public School District (0423-01) has participated in MDE MnMTSS professional learning:

No data entered

## 10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. 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](#).

### Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Hutchinson Public School District (0423-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

| Grade        | Implemented Curricula                                | Curricula Type     | Instructional Delivery Minutes Per Day |
|--------------|--|--------------------|--|
| Kindergarten | · UFLI Foundations, K-2, 2022 (Highly Aligned)       | Foundational       | 30                                     |
|              | · Other  | Knowledge Building | 20                                     |
|              | · Other  | Foundational       | 15                                     |
|              | · Other  | Foundational       | 15                                     |
|              | · National Geographic                                | .                  | .                                      |
|              | · Haggerty   | .                  | .                                      |
|              | · Handwriting without Tears                          | .                  | .                                      |
| Grade 1      | · UFLI Foundations, K-2, 2022 (Highly Aligned)       | Foundational       | 30                                     |
|              | · Other  | Knowledge Building | 20                                     |
|              | · Other  | Foundational       | 15                                     |
|              | · Other  | Foundational       | 15                                     |
|              | · National Geographic                                | .                  | .                                      |
|              | · Haggerty   | .                  | .                                      |
|              | · Handwriting without Tears                          | .                  | .                                      |
| Grade 2      | · UFLI Foundations, K-2, 2022 (Highly Aligned)       | Foundational       | 30                                     |
|              | · Other  | Knowledge Building | 30                                     |
|              | · National Geographic                                | .                  | .                                      |
| Grade 3      | · Functional Phonics+Morphology, K-5, 2023 (Highly A | Foundational       | 20                                     |
|              | · Other  | Knowledge Building | 30                                     |

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| Grade   | Implemented Curricula | Curricula Type     | Instructional Delivery Minutes Per Day |
|---------|-----------------------|--------------------|--|
|         | · Read Side by Side   | .                  | .                                      |
| Grade 4 | · Other               | Knowledge Building | 120                                    |
|         | · Read Side by Side   | .                  | .                                      |
| Grade 5 | · Other               | Knowledge Building | 90                                     |
|         | · Read Side by Side   | .                  | .                                      |

### Continuous Improvement for Core Reading Instruction and Curricula

Hutchinson Public School District (0423-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We will be implementing Functional Phonics + Morphology in grades 4-5 in the 2025-2026 year.



## 11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

### Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Hutchinson Public School District (0423-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

| Grade        | Supplemental (Tier 2) Reading Intervention(s)   | Supplemental (Tier 3) Reading Intervention(s)   |
|--------------|---|---|
| Kindergarten | UFLI; Supplemental Phonemic Awareness; Fluency  | UFLI; Supplemental Phonemic Awareness; Fluency  |
| Grade 1      | UFLI; Supplemental Phonemic Awareness; Fluency  | UFLI; Supplemental Phonemic Awareness; Fluency  |
| Grade 2      | UFLI; Supplemental Phonemic Awareness; Fluency  | UFLI; Supplemental Phonemic Awareness; Fluency; Sonday  |
| Grade 3      | UFLI; Supplemental Phonemic Awareness<br>Heggerty Bridge the Gap; Fluency   | UFLI; Supplemental Phonemic Awareness<br>Heggerty Bridge the Gap; Fluency; Sonday   |
| Grade 4      | Heggerty Bridge the Gap; UFLI; 180 Days; Fluency  | Heggerty Bridge the Gap; UFLI; 180 Days; Fluency  |
| Grade 5      | Heggerty Bridge the Gap; UFLI; 180 Days; Fluency  | Heggerty Bridge the Gap; UFLI; 180 Days; Fluency  |
| Grade 6      | ROAR; Reciprocal Reading; Reciprocal Questioning; Word Study; Phonological Slash and Dash; Latin and Greek Roots and word parts | ROAR; Reciprocal Reading; Reciprocal Questioning; Word Study; Phonological Slash and Dash; Latin and Greek Roots and word parts |
| Grade 7      | ROAR; Reciprocal Reading; Reciprocal Questioning; Word Study; Phonological Slash and Dash; Latin and Greek Roots and word parts | ROAR; Reciprocal Reading; Reciprocal Questioning; Word Study; Phonological Slash and Dash; Latin and Greek Roots and word parts |
| Grade 8      | ROAR; Reciprocal Reading; Reciprocal Questioning; Word Study; Phonological Slash and Dash; Latin and Greek Roots and word parts | ROAR; Reciprocal Reading; Reciprocal Questioning; Word Study; Phonological Slash and Dash; Latin and Greek Roots and word parts |

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| Grade    | Supplemental (Tier 2) Reading Intervention(s)          | Supplemental (Tier 3) Reading Intervention(s)          |
|----------|--|--|
| Grade 9  | Interventions in Special Education; small core courses | Interventions in Special Education; small core courses |
| Grade 10 | Interventions in Special Education; small core courses | Interventions in Special Education; small core courses |
| Grade 11 | Interventions in Special Education; small core courses | Interventions in Special Education; small core courses |
| Grade 12 | Interventions in Special Education; small core courses | Interventions in Special Education; small core courses |

### Continuous Improvement for Reading Interventions

Hutchinson Public School District (0423-01) will make the following changes to reading interventions for the 2025-26 school year.

We will determine interventions and programming for the high school in the 2025-2026 year.

## 12. Section 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.

Hutchinson Public School District (0423-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 06/30/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

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

The district will collaborate with the cooperative to provide continued professional development. In addition, the district will collaborate with the local teacher bargaining unit to provide direction, guidance, and expectations to reach the completion of the training at the required proficiency level.

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:

During this school year, we began the science of reading training. That was the primary focus of the professional development. As we now implement these practices, we assess our students frequently throughout the year. This data shows students areas of growth, proficiency, and needs of improvement. This data for these areas on our FAST platform shows whether teachers and interventionists are implementing our benchmarks with fidelity based on student achievement data.

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:

Our district has two Q-Comp coaches and building principals who provide feedback to teachers on a number of areas including their implementation of best-practice pedagogy. Our district also has PLCs with a focus of what we want students to learn (standards/benchmarks) and how we know they are learning these expectations (assessments). Based on the data, we will continue to provide support in these areas to ensure our teachers have the strategies they need for students to be proficient in these areas.

The following changes in instructional practices have impacted students :

We have seen great growth and reading proficiency as we have implemented science of reading resources and

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practices particularly at the elementary level. Our teachers and interventionists have documented data for students in regard to their reading proficiency and areas of improvement.

Hutchinson Public School District (0423-01) has implemented the following professional development and support for teachers around culturally responsive practices:

The district has recently updated its teacher evaluation document with the most recent Charlotte Danielson model. The Standards of Effective practice and culturally responsive practices are foundational to this model and professional development will continue into next year based on the domains of this model.

Hutchinson Public School District (0423-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation

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):

We will continue to provide the Science of Reading training for required staff who have not received this training and continued professional development on implementation of the new ELA standards.

#### Continuous Improvement for Professional Development Plan

Hutchinson Public School District (0423-01) will make the following changes to the professional development plan for the 2025-26 school year:

The professional development focus for the 2025-2026 year will be to implement the new teacher evaluation model with a focus on teaching practices that model proficiency in these domains. In addition, we are implementing the new ELA standards, which a focus will be to align any new resources to the standards.

### 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<br>in District or<br>Charter<br>Organization | Educators who<br>have<br>completed<br>Training | Educators with<br>Training in<br>Progress | Educators<br>who, need<br>Training |
|---|---|--|---|------------------------------------|
| PreK Classroom and Part B/619 Early<br>Childhood Special Education<br>Educators responsible for early<br>literacy instruction | 9   | 8  | 1   | 0                                  |
| PreK ? 12 Educators who work with<br>English learners (Licensed ELL<br>teachers)  | 3   | 3  | 0   | 0                                  |
| K-3 Classroom Educators   | 33  | 24   | 9   | 0                                  |
| Grades 4-5 (or 6) Classroom<br>Educators (as determined by district)  | 14  | 14   | 0   | 0                                  |
| K-12 Reading Interventionists   | 13  | 10   | 3   | 0                                  |
| K-12 Special Education Educators<br>responsible for reading instruction   | 38  | 36   | 2   | 0                                  |
| PreK through grade 5 Curriculum<br>Directors  | 6   | 5  | 1   | 0                                  |
| PreK through grade 5 Instructional<br>Support Staff who provide reading<br>support  | 85  | 50   | 0   | 35                                 |

#### Educator Count Phase 2

| Phase 2: Educator Role | Total Number<br>in District or<br>Charter<br>Organization | Educators who<br>have<br>completed<br>Training | Educators with<br>Training in<br>Progress | Educators who<br>need Training |
|------------------------|---|--|---|--------------------------------|
|                        |   |  |   |                                |

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|  |    |    |   |    |
|--|----|----|---|----|
| Grades 4-12 Classroom Educators responsible for reading instruction  | 10 | 2  | 0 | 8  |
| Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68 | 0  | 0  | 0 | 0  |
| Grades 6-12 Instructional support staff who provide reading support  | 48 | 30 | 0 | 18 |
| Grades 6-12 Curriculum Directors   | 0  | 0  | 0 | 0  |
| Employees who select literacy instructional materials for Grades 6-12  | 5  | 3  | 0 | 2  |

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Hutchinson Public School District (0423-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$119,354.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$119,354.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Contracting or employing a District Literacy Lead

### READ Act Literacy Aid

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

Hutchinson Public School District (0423-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$111,153.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Reading intervention (curriculum, materials, training)

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$37348

If funds remain, the plan to spend down the remaining funds are as follows:

We plan to spend the remaining funds on teacher substitutes to allow for staff to complete Read Act Training; new hire professional development for Read Act training; teacher pay in lane change costs due to Read Act training