

Minnesota READ Act Literacy Plan

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

For

Hutchinson Public School District (0423-01)

Date Submitted to the State 06/08/2026

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 \(2024\)](#).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

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

Students identified as not reading at grade level were provided targeted reading intervention through Title I, ADSIS, ELL, and/or special education in addition to Tier 1/Core instruction. Progress monitoring took place and information was shared by the interventionists to classroom teachers and families in order to support reading growth towards proficiency. In addition, Phase 1 teachers and identified support staff completed Science of Reading training in the 2024-2025. Any new staff were training in the 2025-2026 school year. Training will continue into the 2026-2027 school year for any identified staff who have not completed the training. At Tiger Elementary, departmentalization in math and reading was implemented. The district implemented the required screening and diagnostics using CaptiRead Basix for grades 4-12 during the 2025-2026 year.

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

We have implemented our goals listed in 1.1, yet there are students who have not met grade-level proficiency by the end of their current grade level. Therefore, they will continue to need intervention support into the next year.

Hutchinson Public School District (0423-01)'s literacy goal(s) for the 2026-27 school year:

All students in grades K-12 will read at grade level or move tiers (from high risk to some risk; or some risk to low risk) by the end of the 2026-2027 school year. Students who are not reading at grade level will receive targeted intervention based upon assessment results until reaching proficiency. Families will receive communication about their child's reading assessment results and information of how they can support their child's reading proficiency growth at home.

On-going professional development will be embedded into the daily work of teachers and support staff.

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

The Local Literacy Lead, Jennifer Mahan-Deitte, for Hutchinson Public School District (0423-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
Collaborates with the Director of Teaching and Learning on implementation of Read Act Requirements and monitoring of student achievement and growth. Monthly Literacy team meetings take place to review and guide progress of implementation of Read Act components.

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)
- CAREIAII Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Hutchinson Public School District (0423-01) 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.

Hutchinson Public School District (0423-01) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

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	NA
	Grade 1	Vendor Composites using vendor benchmarks	NA
	Grade 2	Vendor Composites using vendor benchmarks	NA
	Grade 3	Vendor Composites using vendor benchmarks	NA

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

Yes

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 Hutchinson Public School District (0423-01) 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
Star	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2

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

Hutchinson Public School District (0423-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. 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	172	95	176	95	175	98
1st	170	76	169	101	166	115
2nd	169	98	170	98	174	100
3rd	161	98	162	99	163	101

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 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) 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	173	9
1st	163	31
2nd	174	37
3rd	163	19

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

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 Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

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	209	204	55	55	53	0
5th	178	176	58	58	58	0
6th	186	184	59	63	53	4
7th	218	213	75	76	61	1
8th	195	178	45	49	26	4
9th	219	219	22	59	11	37
10th	227	227	27	53	7	26
11th	225	225	3	CTSTR	CTSTR	8
12th	241	241	0	CTSTR	CTSTR	9

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

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.

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 takes place for students in Tier 2 and 3 interventions in all areas that a student does not meet benchmark. Based on this monitoring, appropriate and targeted interventions are provided to those students based on the data. 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. All courses have curriculum maps stored in a repository that all teacher follow. 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. We see this as a need for further fidelity, so for the 2026-2027 school year, the CORE OLLA company will consult with our teachers to provide coaching and further work with teacher grade-level teams to ensure fidelity.

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. One difference for secondary is the implementation of data from Capti to determine exit from intervention.

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 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 and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Letter sent home with student
Grade 1	3 times per year	Letter sent home with student
Grade 2	3 times per year	Letter sent home with student
Grade 3	3 times per year	Letter sent home with student
Grade 4	3 times per year	Letter sent home with student
Grade 5	3 times per year	Letter sent home with student
Grade 6	1 time per year	Mailed letter
Grade 7	1 time per year	Mailed letter
Grade 8	1 time per year	Mailed letter
Grade 9	1 time per year	Digital messaging
Grade 10	1 time per year	Digital messaging
Grade 11	1 time per year	Digital messaging
Grade 12	1 time per year	Digital messaging

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:

- Parent teacher conferences

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Hutchinson Public School District (0423-01), 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
Amplify Core Knowledge Language Arts (CKLA), K-5, 2022 (Partially Aligned)	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
Other Curriculum - Haggerty	Foundational	Kindergarten	10
	Foundational	Grade 1	10
Other Curriculum - National Geographic (ending this year)	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
Other Curriculum - Read Side by Side	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30

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

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: The district used the MDE website of aligned resources to determine which resources were quality. We reviewed several resources using the MDE rubrics and local rubrics with local qualifications (e.g. aligned to ELA standards, Ed Reports information, teacher usability, quality of literature, etc.). We then invited the finalist companies to present their information, pilot some lessons, and cross-walked the materials that supported other curricular areas. We then made the final selection as grade-level teams.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Full implementation of CKLA in grades K-3 in 2026-2027. During this time, professional development training will take place from the company as well as support from CORA OLLA for aligning the resource to the science of reading, teacher coaching, fidelity checks, and alignment to the new ELA standards.

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

Hutchinson Public School District (0423-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

Full implementation of CKLA grades K-3.

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 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Orton Gillingham	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
Reading Corps	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
UFLI	Tier 2 & 3	Kindergarten	55
	Tier 2 & 3	Grade 1	55
	Tier 2	Grade 2	15
	Tier 2	Grade 3	15
Other Resources - 180 Days	Tier 2 & 3	Grade 4	15
	Tier 2 & 3	Grade 5	15
Other Resources - Bridge the Gap	Tier 2 & 3	Grade 2	15
	Tier 2 & 3	Grade 3	15
	Tier 2 & 3	Grade 4	10
	Tier 2 & 3	Grade 5	10
Other Resources - Functional Phonics	Tier 2 & 3	Grade 4	15
	Tier 2 & 3	Grade 5	15
Other Resources - ROAR	Tier 2 & 3	Grade 2	15
	Tier 2 & 3	Grade 3	15
	Tier 2 & 3	Grade 4	15
	Tier 2 & 3	Grade 5	15
	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20

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

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Other Resources - ReQuest:	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20
Other Resources - Reciprocal Teaching	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20
Other Resources - Slash and Dash (phonological and phonemic alphabet to decode multi-syllabic words)	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20
Other Resources - Word Study	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20

Continuous Improvement for Literacy Intervention Resources

Hutchinson Public School District (0423-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Planning for further development of 9-12 intervention time and resources for those students not reading at grade level through advisory time and/or other class periods.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Hutchinson Public School District (0423-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$119,354

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

\$119,354

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 2024 school year:

\$0

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

\$70,000

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

Funds for read act training for identified support staff.

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	Read Act Literacy Aid

12: Professional Development Plan

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

Hutchinson Public School District (0423-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Hutchinson Public School District (0423-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

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:

Currently, we had all teachers who completed an approved training complete the training at or above the 80% proficiency level. In addition, any new teaches to the district who have not completed Phase 1 training will receive the training during the 2026-2027 school year.

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:

As we continue throughout the year, FAST, STAR, Capti, MCA-R, and classroom data is monitored to show student proficiency and growth in reading. Building principals are able to analyze the data by classrooms, interventions, and special education intervention. Progress monitoring data is also reviewed by administration and literacy teams for implementation.

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:

During the 2026-2027 school year, we have invested in professional development for implementation of the new K-3 ELA resource CKLA as well as science of reading. The CORE company will have a consultant here working with teachers and

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

administration on implementation systematically and assisting with providing guidance, expectations, and support to ensure fidelity of implementation of the resource as well as implementation of the science of reading strategies and knowledge. In addition, our Q-comp coach is available to provide feedback and classroom guidance on instruction.

The following changes in instructional practices have impacted students:

Although we have seen growth and progress to proficiency, our building literacy goals were not met. Below are the goals and results: West Elementary: 72% of all students in Grade 1 at West Elementary who begin the school year at High Risk or Some Risk for CBMR will, at a minimum, move 1 or more Tiers; while the percent of Low Risk students will maintain/grow. Result: 69%-Goal not Met Tiger Elementary: The percentage of Tiger Elementary students in 2nd and 3rd grade who meet or exceed the FastBridge aReading benchmark will increase from 77% in the spring of 2025 to 78% or above in the spring of 2026. Result: 69% We are awaiting MCA results for reading for grades 4-12.

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

Prior to the 2025-2026 school year, a district team of teachers and administrators reviewed the Charlotte Danielson Teacher Evaluation document we had been using for approximately 7 years. We modified the evaluation rubric to incorporate the Standards of Best Practices as well as culturally responsive practices. As we selected new materials for the ELA classrooms, we also included as part of the selection process including cultural responsive literacy practices.

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

- Attended District Literacy Lead Community of Practice
- Requested district consultation, coaching, and/or support
- Other, explain

We had four teachers attend the Paraprofessional Train the Trainer sessions in order to locally train our support staff in the State approved Science of Reading Training.

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):

During the 2026-2027 school year, the district is cooperating with the CORE OLLA company to provide 5 full professional development days to assist with implementing the new K-3 CKLA resource as well as the skills and strategies learned through the state approved OLLA Science of Reading Training to align the resource to 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 2026-27 school year:

During the 2026-2027 school year, the district is cooperating with the CORE OLLA company to provide 5 full professional development days to assist with implementing the new K-3 CKLA resource as well as the skills and strategies learned through the state approved OLLA Science of Reading Training to align the resource to the new ELA 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 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)	15	15	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	122	105	17	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	8	7	1	0
K-3 Classroom teachers	30	28	2	0
K-12 Teachers holding English as a second language licenses	3	2	1	0
K-12 Reading Intervention Teachers	13	12	1	0
K-12 Special Education educators responsible for foundational reading instruction	29	29	0	0
Pre-K through grade five Curriculum Directors	5	5	0	0

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

Employees who select literacy instructional materials for grades pre-K through grade five	0	0	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	1	0	7
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	5	3	0	2
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	0	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).

122

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.

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

Yes

The MnMTSS framework is being utilized:

No

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Hutchinson Public School District (0423-01) does not include a DLI Program