Minnesota READ Act Literacy Plan for 2024-25

For

Kenyon-Wanamingo School District (2172-01)

Date Submitted to the State 06/06/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Kenyon-Wanamingo School District (2172-01). This plan is a requirement of the Minnesota READ Act, <a href="https://www.revisor.mn.gov/statutes/cite/120B.12" target="_blank">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

Kenyon-Wanamingo School District (2172-01)'s literacy goal(s) for the 2024-25 school year:
Literacy Goal for 2024-2025 School Year: "By the end of the 2024-2025 school year, the Kenyon-Wanamingo School District will increase the percentage of students reading at or above grade level by 10%, with a specific focus on early literacy development in kindergarten through grade 3. The district will implement targeted interventions for struggling readers, provide professional development for educators on differentiated instruction and inclusive literacy practices, and utilize data-driven assessments to monitor student progress. The district will also collaborate with families and the community to promote literacy at home, ensuring all students, including multilingual learners and those with special education needs, receive the necessary support to meet their individual reading goals." This goal emphasizes improving early literacy, data-driven progress monitoring, and inclusivity for all learners, while also fostering family and community involvement.

The following was implemented or changed to make progress towards the goal(s):
To meet the Kenyon-Wanamingo School District's 2024-2025 goal in alignment with the Minnesota READ Act, the following actions were taken: Understanding READ Act Criteria: The district thoroughly reviewed the READ Act's requirements, ensuring alignment with reading proficiency standards for all students, including multilingual learners and students receiving special education services. Strategic Planning: The district revised reading curricula to align with the READ Act, prioritizing early literacy and professional development for staff on effective, evidence-based reading strategies. Early Literacy Focus: Kindergarten readiness and early intervention programs were emphasized, ensuring that all students, particularly in the early grades, develop strong reading foundations. Support for Diverse Learners: Tailored instruction was implemented for multilingual learners and students with special needs, ensuring both language development and reading skills were supported. Collaborative teams worked on individualized education plans (IEPs) for these students. Progress Monitoring and Reporting: Regular assessments were adopted to track student progress in reading, with data used to adjust instruction as needed. The district established efficient reporting systems to meet state requirements. Family and Community Engagement: The district involved families through workshops, literacy nights, and multilingual resources to support reading development at home. Ongoing Evaluation: The district regularly reviewed the implementation plan, using feedback from teachers, students, and families to refine strategies and ensure continuous improvement.

The following describes how Kenyon-Wanamingo School District (2172-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Kenyon-Wanamingo School District's current literacy performance shows room for improvement relative to the Minnesota Reading to Endure Academic Development (READ) Act's goal of having every student reading at or above grade level.

Kenyon-Wanamingo School District (2172-01)'s literacy goal(s) for the 2025-26 school year:
Literacy Goal for 2025-2026 School Year: "By the end of the 2025-2026 school year, the Kenyon-Wanamingo School District will ensure that 90% of all students, including multilingual learners and students receiving special education services, are reading at or above grade level, as measured by district-wide assessments. The district will implement evidence-based literacy instruction, personalized intervention strategies, and continuous professional development for educators to support individualized reading goals. Additionally, the district will enhance family and community engagement by providing resources and workshops that empower families to support their children's literacy development at home." This goal focuses on student achievement, targeted support for diverse learners, professional development, and community engagementâ€"all essential components of a comprehensive literacy plan aligned with the READ Act.

Kenyon-Wanamingo School District (2172-01)'s Local Literacy Plan is posted on the district website at:
http://www.kw.k12.mn.us

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 Kenyon-Wanamingo School District (2172-01) 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)	Vendor composites using vendor benchmarks	ESGI
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	ESGI
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Kenyon-Wanamingo School District (2172-01) 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	31	25	33	25	35	21
Grade 1	40	31	40	31	39	30
Grade 2	41	35	41	32	40	32
Grade 3	34	20	34	19	34	20

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 Kenyon-Wanamingo School District (2172-01) 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.

Kenyon-Wanamingo School District (2172-01) 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:

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	12	CTSTR
Grade 1	4	CTSTR
Grade 2	4	CTSTR
Grade 3	2	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*

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 Kenyon-Wanamingo School District (2172-01) 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	Vendor/ District sets benchmarks
Grade 5	areading	Fastbridge	Vendor/ District sets benchmarks
Grade 6	areading	Fastbridge	Vendor/ District sets benchmarks
Grade 7	areading	Fastbridge	Vendor/ District sets benchmarks
Grade 8	areading	Fastbridge	Vendor/ District sets benchmarks
Grade 9	areading	Fastbridge	Vendor/ District sets benchmarks
Grade 10	areading	Fastbridge	Vendor/ District sets benchmarks
Grade 11	areading	Fastbridge	Vendor/ District sets benchmarks
Grade 12	areading	Fastbridge	Vendor/ District sets benchmarks

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 Kenyon-Wanamingo School District (2172-01) 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:

K-W will identify students in grades 4â€"12 who are not reading at grade level by using universal screeners, state and local assessment data, and teacher input to evaluate reading proficiency. Students who perform below grade-level benchmarks will be flagged for additional support and monitored through ongoing progress assessments.

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

The following table displays the number of students in Kenyon-Wanamingo School District (2172-01) 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	0	CTSTR	CTSTR	0
5th	0	CTSTR	CTSTR	0
6th	0	CTSTR	CTSTR	0
7th	0	CTSTR	CTSTR	0
8th	0	CTSTR	CTSTR	0
9th	0	CTSTR	CTSTR	0
10th	0	CTSTR	CTSTR	0
11th	0	CTSTR	CTSTR	0
12th	0	CTSTR	CTSTR	0

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

7. 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 Kenyon-Wanamingo School District (2172-01) 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	Yes	3 times per year, after each screening window
Grade 10	Yes	3 times per year, after each screening window
Grade 11	Yes	3 times per year, after each screening window
Grade 12	Yes	3 times per year, after each screening window

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

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:

- Parent teacher conferences
- School events

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.

Kenyon-Wanamingo School District (2172-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:
K-W will use screening, diagnostic, and progress monitoring data to identify specific reading skill gaps and match students with evidence-based instruction and interventions that target those needs. Teachers and interventionists will use this data to adjust instruction and ensure alignment with each student's skill level, following the Multi-Tiered System of Supports (MTSS) framework.
The processes for monitoring fidelity and differentiating Tier 1 instruction include:
K-W will monitor fidelity of Tier 1 instruction through regular classroom observations, lesson plan reviews, and instructional coaching to ensure evidence-based practices are implemented consistently. Differentiation is supported by analyzing assessment data to adjust instruction based on student needs, using flexible grouping, scaffolded supports, and targeted strategies to meet diverse learning levels within the core classroom.
Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:
Elementary (Grades Kâ€"5): Tier 2: Students who score below grade-level benchmarks on universal screeners and demonstrate specific reading difficulties (e.g., phonics, fluency, comprehension) enter Tier 2. Teacher observations and classroom performance data also support placement. Tier 3: Students who show minimal progress after Tier 2 support, or who score significantly below benchmark (e.g., in the lowest 10â€"15% on screeners or diagnostics), are placed in Tier 3 for intensive, individualized intervention. Secondary (Grades 6â€"12): Tier 2: Students identified through state test scores, reading screeners and teacher referral as reading moderately below grade level are provided with targeted support in small groups. Tier 3: Students who are reading well below grade level, have a history of limited response to intervention, or demonstrate significant skill deficits on diagnostic assessments are placed in Tier 3 for intensive, often individualized, reading intervention. Across all grade levels, entrance into each tier is data-driven and reviewed by a student support team to ensure appropriate placement and support.
Progress monitoring data collection for students in Tier 2 occurs: Once a month
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:

Students receiving Tier 2 and Tier 3 reading interventions are progress monitored using validated tools or curriculum-based measures) at least biweekly for Tier 2 and weekly for Tier 3. Data from these assessments are analyzed to track growth in targeted reading skills. If a student does not demonstrate adequate progress over a 6â€"8 week period, the MTSS or intervention team reviews the data to determine whether instructional intensity, frequency, or method needs to be adjusted. Modifications may include smaller group size, increased instructional time, or a shift to a different evidence-based intervention aligned to the student's needs.

Students receiving Tier 2 and Tier 3 reading interventions are progress monitored using validated tools (e.g., DIBELS, i-Ready, Acadience, or curriculum-based measures) at least biweekly for Tier 2 and weekly for Tier 3. Data from these assessments are analyzed to track growth in targeted reading skills. If a student does not demonstrate adequate progress over a 6â€"8 week period, the MTSS or intervention team reviews the data to determine whether instructional intensity, frequency, or method needs to be adjusted. Modifications may include smaller group size, increased instructional time, or a shift to a different evidence-based intervention aligned to the student's needs.

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

Elementary (Grades Kâ€"5): Tier 2 Exit: Students may exit Tier 2 when they consistently meet or exceed grade-level benchmarks on progress monitoring assessments over a 6â€"8-week period and demonstrate proficiency in classroom performance. Tier 3 Exit: Students must show sustained improvement across multiple data pointsâ€"including progress monitoring, diagnostic tools, and teacher observationâ€"indicating they can succeed with Tier 1 instruction alone. Exit decisions are made collaboratively by the grade level and admin team.

Secondary (Grades 6â€"12): Tier 2 Exit: Students demonstrating grade-level performance on screening and progress monitoring tools (e.g., STAR, MAP Growth) and showing success in core classroom reading tasks may exit Tier 2 support. Tier 3 Exit: Students must show marked improvement on individualized goals, assessments, and classroom performance. Exit is determined by a student support or MTSS team, considering both academic data and student engagement. Across all levels, exit decisions are based on multiple data sources and are confirmed by the MTSS team to ensure continued success without targeted intervention.

Does Kenyon-Wanamingo School District (2172-01) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

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.

Kenyon-Wanamingo School District (2172-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Kenyon-Wanamingo School District (2172-01) has participated in MDE MnMTSS professional learning:

No

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 Kenyon-Wanamingo School District (2172-01), 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	· Other	Comprehensive	120
	· Journeys	.	.
Grade 1	· Other	Comprehensive	120
	· Journeys	.	.
Grade 2	· Other	Comprehensive	120
	· Journeys	.	.
Grade 3	· Other	Comprehensive	120
	· Journeys	.	.
Grade 4	· Other	Comprehensive	120
	· Journeys	.	.
Grade 5	· Other	Comprehensive	120
	· Journeys	.	.

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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 Kenyon-Wanamingo School District (2172-01) 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	alearn -coaching	Sonday
Grade 1	alearn -coaching	Sonday
Grade 2	alearn -coaching	Sonday
Grade 3	alearn -coaching	Sonday
Grade 4	alearn -coaching	Sonday
Grade 5	alearn -coaching	Sonday
Grade 6	alearn -coaching	Sonday
Grade 7	alearn -coaching	Sonday
Grade 8	alearn -coaching	Sonday
Grade 9	alearn -coaching	Sonday
Grade 10	alearn -coaching	Sonday
Grade 11	alearn -coaching	Sonday
Grade 12	alearn -coaching	Sonday

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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.

Kenyon-Wanamingo School District (2172-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 05/01/2025

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:

All Phase 1 teachers passed

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:

Fidelity data collected to ensure elementary teachers implement explicit, systematic, evidence-based instruction in the five essential reading areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension) includes: 1. Classroom Observation Checklists aligned to the reading program's instructional routines and best practices. 2. Instructional Walkthroughs conducted by instructional coaches or administrators, focusing on teacher delivery, pacing, and student engagement. 3. Lesson Plan Reviews to verify alignment with evidence-based strategies and appropriate scaffolding. 4.Teacher Self-Reflections and Fidelity Logs documenting adherence to instructional protocols. These data points are reviewed regularly to guide coaching, inform professional development, and support consistent, high-quality literacy instruction.

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:

K-W uses fidelity data from classroom observations, walkthroughs, and lesson plan reviews to guide targeted coaching support for elementary teachers. Instructional coaches provide job-embedded professional development, model lessons, co-teach, and offer actionable feedback focused on strengthening instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Coaching cycles are individualized based on teacher needs, with follow-up observations to monitor growth and ensure continuous improvement in implementing explicit, systematic, evidence-based literacy practices.

The following changes in instructional practices have impacted students :

Local Literacy Plan for Kenyon-Wanamingo School District (2172-01)

Scores have improved overall.

Kenyon-Wanamingo School District (2172-01) has implemented the following professional development and support for teachers around culturally responsive practices:

All educators participate in professional development sessions focused on literacy instruction.

Kenyon-Wanamingo School District (2172-01) engaged with the Regional Literacy Network through the following:

- Attended Local Certified Facilitator Community of Practice

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):

none

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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	1	1	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
K-3 Classroom Educators	8	7	0	1
Grades 4-5 (or 6) Classroom Educators (as determined by district)	6	5	0	1
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	2	2	0	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	10	0	0	10

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

Grades 4-12 Classroom Educators responsible for reading instruction	4	3	0	1
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	0	1
Grades 6-12 Instructional support staff who provide reading support	10	0	0	10
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	2	0	0	2

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Kenyon-Wanamingo School District (2172-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$25,490.64

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

$25,490.64

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)

READ Act Literacy Aid

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

Kenyon-Wanamingo School District (2172-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$51,224.00

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

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

$0

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

There is not enough to cover everything