

## Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Anoka-Hennepin Public School District (0011-01)

Date Submitted to the State 06/09/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Anoka-Hennepin Public School District (0011-01). 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

Anoka-Hennepin Public School District (0011-01)'s literacy goal(s) for the 2024-25 school year:

Strategic Priority 2.1: Improve literacy at all grades. Rationale: Reading is an essential skill for students to be successful in every curricular area and a strong predictor for high school graduation and post-secondary enrollment, as well as a skill essential for success in life. Recent assessment data shows that 52.7% of Anoka-Hennepin students in grades 3-8 and 10 demonstrated grade level reading proficiency in 2023. This data also shows gaps in opportunity and achievement between student groups, which has persisted over time.

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

Bridge2Read pilot expanded to include Kindergarten and grade 3. Elementary ELA pilot to determine Tier 1 resources for grades K-5. Science of Reading professional development: LETRS: K-3 with other literacy support roles including K-5 ML OL&LA: 4-5 classroom teachers, K-12 Special Education teachers, 6-12 ML and reading specialists

The following describes how Anoka-Hennepin Public School District (0011-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Recent assessment data shows that 53.5% of Anoka-Hennepin students in grades 3-8 and 10 demonstrated grade level reading proficiency in 2024. The greatest gains were for students at the middle and high school levels while elementary students' performance remained constant.

Anoka-Hennepin Public School District (0011-01)'s literacy goal(s) for the 2025-26 school year:

The district's Research, Evaluation and Testing Department formulates district and building goals using MCA data. These goals will be available in August 2025.

Anoka-Hennepin Public School District (0011-01)'s Local Literacy Plan is posted on the district website at:

<https://www.ahschools.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 Anoka-Hennepin Public School District (0011-01) 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)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

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

Universal screening for foundational reading skills for Anoka-Hennepin Public School District (0011-01) 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	2319	1389	2311	1585	2330	1622
Grade 1	2410	1326	2410	1444	2409	1534
Grade 2	2495	957	2506	776	2525	763
Grade 3	2664	1001	2672	825	2675	922

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 Anoka-Hennepin Public School District (0011-01) 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.

Anoka-Hennepin Public School District (0011-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are 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	2276	1112
Grade 1	2392	1148
Grade 2	2472	1737
Grade 3	2625	1791

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 Anoka-Hennepin Public School District (0011-01) 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 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
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 Anoka-Hennepin Public School District (0011-01) to determine which students in grades 4-12 are not reading at grade level:

Elementary We will administer Fastbridge aReading and CBMR to all 4th and 5th grade students and use district determined cut scores to identify students who are not reading at grade level. Secondary We will administer a FastBridge Reading universal screener for students in grades 4-10 and apply district-defined benchmarks. For students in grades 11 and 12, we will use MCA and classroom assessment data to determine students 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:

In 2025-2026, we plan to assess students in grades 4-12 in the winter using Capti ReadBasix who are not

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 Anoka-Hennepin Public School District (0011-01) 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	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	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 Anoka-Hennepin Public School District (0011-01) 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	1 time per year
Grade 7	Yes	1 time per year
Grade 8	Yes	1 time per year
Grade 9	Yes	1 time per year
Grade 10	Yes	1 time per year
Grade 11	Yes	1 time per year
Grade 12	Yes	1 time per year

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
- Other - describe (Required)
  - Parent Interface through Student information system

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

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

- Family engagement nights
- Parent teacher conferences
- School events

### Continuous Improvement for Parent Notification

Anoka-Hennepin Public School District (0011-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

A parent letter communication will be developed at the district level for K-12 use. This communication will be inclusive of a students current level of performance, reading related services being provided and student progress along with strategies/activities for families to support at home.

## 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.

Anoka-Hennepin Public School District (0011-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Anoka Hennepin's mission of whole school, whole student MTSS is an equitable, needs-driven service delivery framework to support student social, emotional, behavioral, and academic outcomes. Staff share commitment to continuously improve the delivery of providing a continuum of evidence-informed practices and engage in data-based problem-solving to ensure each student is able to consistently access what they need to be well, belong, and engage fully in learning to prepare students for lifelong success. Anoka-Hennepin's vision for MTSS is to ensure each student receives the support they need to be well, belong, and engage in quality learning experiences to be successful in school. Each school has an intervention team which reviews student data after teachers have effectively implemented classroom-level interventions, progress monitored the effect of the intervention(s), and there has not been significant student achievement. The team may then make recommendations to implement a more intense level of an evidence-based intervention for the student, and follow a progress monitoring process. As the district revises the MTSS system, additional attention is needed on the academic side of the pyramid. Academic tiers 2 and 3 at the secondary level need particular attention to provide support for our students. This proves challenging given secondary level schedules, content areas, and teacher expertise in providing specific interventions.

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

Tier I: All students receive high-quality reading instruction in whole and small groups. Whole group provides equal access to grade level standards and small groups provide differentiation to meet student needs. Fidelity will be monitored by walk-through conducted by literacy specialists, instructional coaches, and administrators.

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

The Anoka-Hennepin School District offers a variety of academic support for students at every academic level.

Tier II: Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs. Tier III: Students with greater needs receive more intensive support.

Instruction occurs more frequently and has a low student-to-teacher ratio.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once a week

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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:

A K-12 progress monitoring protocol has not been developed yet.

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

A K-12 exit protocol has not been developed yet.

Does Anoka-Hennepin Public School District (0011-01) use personal learning plans for literacy:

Yes

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

- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

[The following components are included in the personal learning plans, if used:](#)

The components of the MTSS personal learning plans include identifying the members of the student's intervention team, the people who will be reviewing the areas of expressed needs and if determined necessary, the appropriate evidence-based interventions and progress monitoring plan. The plan then collects pertinent data related to the student's health, assessment, attendance. The team identifies the area of concern for the student and then a related goal. They then identify the method and frequency of progress monitoring. At the completion of the plan, an outcome is entered. The components of the plan are consistent K-12 and are housed in our student information system (SIS) so they can be transferred throughout our district as students transfer between buildings or matriculate grades. The plans are also stored in the SIS so they can be reviewed if concerns arise later in the students academic careers.

### Continuous Improvement for Data-Based Decision Making for Action

Anoka-Hennepin Public School District (0011-01) 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:

District level leadership in collaboration with other stakeholders will develop protocols for K-12 progress monitoring and exit criteria for Tier 2 and 3 services.

## 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.

Anoka-Hennepin Public School District (0011-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Anoka-Hennepin Public School District (0011-01) has participated in MDE MnMTSS professional learning:

No data entered

### Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Anoka-Hennepin Public School District (0011-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

There will be a new district-level leadership team and Learning and Achievement Department in place that will need to review the current MTSS system to determine any necessary changes, including tier 2, tier 3 progress monitoring and exit criteria.

## 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 Anoka-Hennepin Public School District (0011-01), 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	· Wonders 2017	Comprehensive	135
	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI)	Foundational	30
Grade 1	· Wonders 2017	Comprehensive	135
	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI)	Foundational	30
Grade 2	· Wonders 2017	Comprehensive	135
	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI)	Foundational	30
Grade 3	· Wonders 2017	Comprehensive	90
	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI)	Foundational	30
Grade 4	· Wonders 2017	Comprehensive	120
Grade 5	· Wonders 2017	Comprehensive	120

### Continuous Improvement for Core Reading Instruction and Curricula

Anoka-Hennepin Public School District (0011-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Implementation of: K-5 CKLA Comprehensive K-3 Bridge 2 Read Gr 4-5 Functional Morphology

## 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 Anoka-Hennepin Public School District (0011-01) 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	Wonders	Wonderworks
Grade 1	Wonders	Wonderworks
Grade 2	Wonders	Wonderworks
Grade 3	Wonders	Wonderworks
Grade 4	Wonders	Wonderworks
Grade 5	Wonders	Wonderworks
Grade 6	REWARDS, Reading Plus, vocabulary and morphological awareness activities, fluency building activities	One-minute phonological awareness activities (Kilpatrick); orthographic mapping
Grade 7	REWARDS, Reading Plus, vocabulary and morphological awareness activities, fluency building activities	One-minute phonological awareness activities (Kilpatrick); orthographic mapping
Grade 8	REWARDS, Reading Plus, vocabulary and morphological awareness activities, fluency building activities	One-minute phonological awareness activities (Kilpatrick); orthographic mapping
Grade 9	Morphological awareness and vocabulary building, fluency building activities, disciplinary literacy strategies	Word parts and decoding strategies, fluency building activities
Grade 10	Morphological awareness and vocabulary building, fluency building activities, disciplinary literacy strategies	Word parts and decoding strategies, fluency building activities

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 11	Morphological awareness and vocabulary building, fluency building activities, disciplinary literacy strategies	Word parts and decoding strategies, fluency building activities
Grade 12	Morphological awareness and vocabulary building, fluency building activities, disciplinary literacy strategies	Word parts and decoding strategies, fluency building activities

**Continuous Improvement for Reading Interventions**

Anoka-Hennepin Public School District (0011-01) will make the following changes to reading interventions for the 2025-26 school year.

Tier 2 and Tier 3 materials will be piloted in grades K-5. There are no expected changes in grades 6-12.

## 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.

Anoka-Hennepin Public School District (0011-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 07/01/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator
- Local Certified Trainee

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

Yes

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

The district is partnering with the QComp peer coaches and literacy specialists to provide additional support to teachers in literacy instruction. If teachers have significant needs, there may be additional support during their performance appraisal process with their administrator.

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:

Literacy specialists are completing coaching fidelity checks with K-3 classroom teachers who are implementing Bridge2Read. This addresses phonemic awareness, phonics and fluency.

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 25-26 SY, elementary teachers will be implementing new ELA curriculum, which makes this an opportune time to develop a district-wide system to collect and analyze fidelity data based on the five areas of instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

The following changes in instructional practices have impacted students :

Bridge2Read, a highly aligned foundational resource was piloted in the majority of classrooms during the 2024-2025 school year. Using this tool provided systematic and explicit daily instruction to students in grades K-3. As a result the following increases were seen in accuracy data in grades 1-3. % of students at or above 95% accuracy rate: Gr.1: Winter: 46%. Spring: 66.8% Gr. 2: Fall: 51.5% Winter: 73.9% Spring: 83.9% Gr 3: Fall 68.8& Winter: 83.1% Spring: 87.4% Grades 1-3: F: 60.2%, W: 68.3%, S: 79.7%

## Local Literacy Plan for Anoka-Hennepin Public School District (0011-01)

Anoka-Hennepin Public School District (0011-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Anoka-Hennepin Schools is committed to effectively educating each of our students for success. Our approach to professional development, including culturally responsive practices, is directly aligned with our strategic priorities, particularly Increased Student Achievement and fostering Safe and Welcoming Schools. We believe that understanding and valuing the diverse backgrounds of our students is fundamental to creating an inclusive learning environment where every student can thrive academically and personally. Anoka-Hennepin Schools has a plan for supporting teachers in implementing literacy practices. This plan is designed to ensure that literacy instruction is relevant, engaging, and accessible for all students, reflecting their unique experiences and strengths. Key components include:

- Curriculum Review and Selection: Our curriculum review process involves committees of educators who evaluate materials for both academic rigor and cultural relevance.
- Targeted Instructional Strategies: Professional development focuses on literacy strategies that are effective for all learners. This includes, but is not limited to:
  - Activating Prior Knowledge: Training emphasizes techniques for connecting new concepts to students' existing knowledge and cultural backgrounds.
  - Scaffolding Language Development: Support for teachers in differentiating instruction to meet the needs of multilingual learners, providing equitable access to grade-level content.
  - Promoting Student Voice and Choice: Encouraging teachers to provide opportunities for students to choose texts and topics that are personally meaningful, fostering deeper engagement and ownership of their learning.
  - Literacy Coaching and Collaboration: Our district provides dedicated

Anoka-Hennepin Public School District (0011-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

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):

Elementary: CKLA launch sessions for leaders and teachers CKLA Language Studio launch for ML teachers CKLA coaching sessions for leaders and teachers Functional Morphology launch sessions Bridge2Read initial training and ongoing coaching for teachers and leaders Literacy specialists will support alignment of ELA standards and bundling standards with teachers during the 25-26 school year. LETRS and OL&LA Structured Literacy Paraprofessional PD Fastbridge training for select groups of teachers CaptiReadBasix training for select groups of teachers Secondary: OL&LA Structured Literacy Paraprofessional PD Fastbridge training for select groups of teachers CaptiReadBasix training for select groups of teachers Data driven instruction based on Fastbridge and Capti ReadBasix

### 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	108	88	0	20
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	144	108	29	7
K-3 Classroom Educators	621	475	126	20
Grades 4-5 (or 6) Classroom Educators (as determined by district)	200	182	5	13
K-12 Reading Interventionists	274	147	15	112
K-12 Special Education Educators responsible for reading instruction	642	501	68	73
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	385	0	0	385

#### 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
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Grades 4-12 Classroom Educators responsible for reading instruction	151	0	9	142
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	51	24	0	27
Grades 6-12 Instructional support staff who provide reading support	258	0	0	258
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	2	1	0	1

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Anoka-Hennepin Public School District (0011-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$1,810,799.75

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

\$1,810,799.75

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

- Employing a reading intervention specialist

### READ Act Literacy Aid

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

Anoka-Hennepin Public School District (0011-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$1,542,922.14

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

- Other - Explain (Required)
- Other options include:
  - No funding was spent during FY25 and will be spent

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

\$1542922

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

Functional Morphology and Bridge2Read- Curriculum reviewed by MDE that was rated as highly aligned. MDE approved READ Act professional development Universal Screeners