

Minnesota READ Act Literacy Plan

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

For

Yellow Medicine East (2190-01)

Date Submitted to the State 06/09/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Yellow Medicine East (2190-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

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

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1. Read Act Goals

District or Charter School Literacy Goals

Yellow Medicine East (2190-01)'s literacy goal(s) for the 2024-25 school year:

75% of identified (as noted on our local FastBridge Screener Training document) Bert Raney Elementary School educators will receive FastBridge training during the summer of 2024 and during the school year 2024-2025.

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

Yellow Medicine East School District provided FastBridge training to applicable staff on the following dates:

June 3, 2024 for 3.5 hours, August 19, 2024 for 3 hours, January 21, 2025 for 2 hours, and March 21, 2025 for 2 hours. In addition, Yellow Medicine East School District contracted with a regional service provider to provide support in the areas of implementing FastBridge into Bert Raney Elementary School, to ensure beginning protocols were implemented, scheduling needs correlated to FastBridge requirements, and test administration was conducted to ensure the assessment(s) were given in as standardized conditions as possible. Yellow Medicine East School District had 19 of 21 applicable staff members attend FastBridge training during the summer of 2024 for a percentage of 90.4%. Yellow Medicine East School District had 21 of 21 staff members attend FastBridge training during the 2024-2025 school year for a total of 100%.

The following describes how Yellow Medicine East (2190-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The number of Yellow Medicine East students who were at or above grade level on a local administered assessment (STAR Early Literacy/STAR Reading) were as follows: Kindergarten - 65.9% were at or above grade level in May of 2025. 1st Grade - 50% were at or above grade level in May of 2025. 2nd Grade - 70.4% were at or above grade level in May of 2025. 3rd Grade - 35.8% were at or above grade level in May of 2025. 4th Grade - 42.5% were at or above grade level in May of 2025. 5th Grade - 59.4% were at or above grade level in May of 2025. 6th Grade - 37.1% were at or above grade level in May of 2025. 7th Grade - 36.3% were at or above grade level in May of 2025. 8th Grade - 18.4% were at or above grade level in May of 2025. 9th Grade - 38% were at or above grade level in May of 2025. 10th Grade - 38.8% were at or above grade level in May of 2025.

Yellow Medicine East (2190-01)'s literacy goal(s) for the 2025-26 school year:

75% of identified (as noted on our local Capti Screener Training document) Yellow Medicine East educators will receive Capti training during during the school year 2025-2026.

Yellow Medicine East (2190-01)'s Local Literacy Plan is posted on the district website at:

<https://www.isd2190.org/district-information/publications-forms>

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 Yellow Medicine East (2190-01) 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	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
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 Yellow Medicine East (2190-01) 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	44	20	49	17	47	12
Grade 1	51	17	51	15	53	17
Grade 2	45	29	46	18	44	23
Grade 3	36	19	38	17	37	16

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 Yellow Medicine East (2190-01) 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.

Yellow Medicine East (2190-01) 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:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	47	37
Grade 1	53	38
Grade 2	44	31
Grade 3	37	29

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 Yellow Medicine East (2190-01) 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 Yellow Medicine East (2190-01) to determine which students in grades 4-12 are not reading at grade level:

Yellow Medicine East School District will use STAR Reading data and/or the MCA Reading assessment to determine if students in grades 4-12 are at grade level. If a student is not at grade level (GE) on the STAR Reading assessment and/or does not meet standards on the MCA Reading assessment, the student would be determined to not be at grade level and would be given the screener.

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:

Capti will be administered to students in grades 4-12, who are not at grade level, will be administered as per state statute for the 2025-26 school year.

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

The following table displays the number of students in Yellow Medicine East (2190-01) 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				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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 Yellow Medicine East (2190-01) 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	No	
Grade 12	No	

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

- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

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

- Parent teacher conferences
- School events
- Other - describe (Required)
 - Parent engagement days

Continuous Improvement for Parent Notification

Yellow Medicine East (2190-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Grades 4-12 will be implementing a parent notification form.

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.

Yellow Medicine East (2190-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

For students in grades K-3, they were given the FastBridge screener as the criteria for selection. Then the FastBridge Screening to Intervention (S2I) report was used to create interventions based on a specific plan recommended by FastBridge.

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

Yellow Medicine East School district is a member of the MRVED service cooperative and for the 2024-25 school year and beyond, MTSS and Tier 1 instruction was made a priority. During the 2024-25 school year, staff were trained in utilizing Tier 1 supports, including becoming aware of prevention, promotion, facilitating intervention, and leadership development within Tier I supports. Moving into the 2025-26 school year, in an effort to be continuously improving, our district, with support from MRVED, will continue to strengthen our Tier 1 instruction, including monitoring the fidelity and differentiation of Tier 1 instruction.

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

For students in grades K-3, FastBridge local norms were used as a benchmark for the screener data in selecting students for a Tier 2 or Tier 3 intervention. Students in kindergarten, first and second grade who were below the 40th percentile were selected and students in third grade who were below the 20th percentile were selected for an intervention. For students in grades 6-8, STAR Reading norms were used to select students for Tier 2 and Tier 3 reading interventions.

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:

In an effort to continuously improve, the Yellow Medicine East School District has hired a full-time Literacy Lead to develop and establish a districtwide progress monitoring protocol.

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

In grades K-3, the following FastBridge criteria is used for consideration of exiting students from Tier 2 or Tier 3 targeted reading interventions: students in kindergarten who showed low risk on their composite score during the screening window and students in first, second, and third grade that read at or above the 45th percentile on the CBM FastBridge progress monitoring assessment.

Does Yellow Medicine East (2190-01) use personal learning plans for literacy:

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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

Continuous Improvement for Data-Based Decision Making for Action

Yellow Medicine East (2190-01) 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:

The district has hired a full-time Literacy Lead that will assist with data-based decision making for the 2025-26 school year.

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.

Yellow Medicine East (2190-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Yellow Medicine East (2190-01) has participated in MDE MnMTSS professional learning:

Yes

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

Yellow Medicine East (2190-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

The Yellow Medicine East School District, with support from the MRVED service cooperative, will continue to review and update our MTSS system in place.

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 Yellow Medicine East (2190-01), 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	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	120
Grade 1	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	120
Grade 2	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	120
Grade 3	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	120
Grade 4	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 5	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90

Continuous Improvement for Core Reading Instruction and Curricula

Yellow Medicine East (2190-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

After one year of implementation of our K-5 CKLA curriculum, the district, led by our newly hired Literacy Lead, will begin the process of identifying any weak areas within the curriculum in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension.

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 Yellow Medicine East (2190-01) 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	FastBridge Interventions and Heggerty	FastBridge Interventions and Heggerty
Grade 1	FastBridge Interventions and progress monitoring	FastBridge Interventions and progress monitoring
Grade 2	FastBridge Interventions and progress monitoring	FastBridge Interventions and progress monitoring
Grade 3	FastBridge Interventions and progress monitoring	FastBridge Interventions and progress monitoring
Grade 4	Sonday - selected students only	Sonday - selected students only
Grade 5	Sonday - selected students only	Sonday - selected students only
Grade 6	Sonday - selected students only	Sonday - selected students only
Grade 7	Sonday - selected students only	Sonday - selected students only
Grade 8	Sonday - selected students only	Sonday - selected students only
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Yellow Medicine East (2190-01) will make the following changes to reading interventions for the 2025-26 school year:

The district recently hired a Literacy Lead for the 2025-2026 school year, who will oversee reading interventions and practices for

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.

Yellow Medicine East (2190-01) 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 currently does not have any teachers who have not achieved the 80% proficiency level.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

To ensure fidelity data is being collected, the district utilizes a Danielson rubric for observations, teachers participate in 28 hours of PLCs, teachers complete peer observations, collaboratively lesson plan as grade levels, and participate in district wide staff development throughout the school year. In addition, as part of our continuous improvement, the district has hired a full-time Literacy Lead, who will assist the district with implementing data collections, analysis, and action planning to ensure the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension are occurring with fidelity.

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:

The district hired a full-time Literacy Lead for the 2025-2026 school year, who will assist with coaching and feedback, based on fidelity data.

The following changes in instructional practices have impacted students :

The district purchased a new K-5 ELA curriculum that was fully implemented during the 2024-25 school year. This has supported our mission to build foundational literacy skills, develop reading comprehension, strengthen writing skills, and provide materials to support our Science of Reading training implementation. Our districtwide MCA Reading proficiency rate has increased from the 2023-2024 school year to present.

Yellow Medicine East (2190-01) has implemented the following professional development and support for

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teachers around culturally responsive practices:

The district has implemented professional development around culturally responsive practices by implementing PBIS programming in grades K-12. The elementary school is a PBIS school, with staff members having undergone years of ongoing professional development training to support PBIS. The middle school and high school were recently accepted into a PBIS program and will begin their two year professional development training during the 2025-26 school year. PBIS programming aligns with diverse needs, supports reduced exclusionary discipline, and equitable discipline. The district provided training for all PreK-12 staff members to assist with understanding equity, belonging, bias, and to identify and discuss organizational cultural norms. The district employs cultural liaisons in both buildings, who assist with bridging cultural and communication gaps between schools and families from diverse backgrounds.

Yellow Medicine East (2190-01) 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):

During the 2024-25 school year, the district provided various literacy professional development opportunities for teachers. This included training for the K-5 newly purchased ELA curriculum, Tier 2 vocabulary strategies, literacy strategies for English learners, literacy screener training, and ongoing MTSS training, specifically in the area of Tier 1 instruction. In addition, five Phase 1 educators completed their first year of LETRS training. During the 2025-26 school year, the district will be providing additional literacy screener training, ongoing MTSS training, various forms of Science of Reading training for all staff, and a second year of LETRS training.

Continuous Improvement for Professional Development Plan

Yellow Medicine East (2190-01) will make the following changes to the professional development plan for the 2025-26 school year:

The district will be continuing the following trainings related to literacy: LETRS and CORE training for Phase I educators. The district will start the following trainings related to literacy: Science of Reading training to all applicable PreK-12 paraprofessionals and will provide data meetings by grade levels or departments as applicable.

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	4	3	0	1
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	9	5	4	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	0	0	0	0
K-12 Reading Interventionists	3	1	0	2
K-12 Special Education Educators responsible for reading instruction	9	7	1	1
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	25	0	0	25

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	7	3	0	4
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	13	0	0	13
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Yellow Medicine East (2190-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$0.00

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

\$0.00

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

- Not applicable

READ Act Literacy Aid

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

Yellow Medicine East (2190-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$24,083.82

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

- Contracting or employing a District Literacy Lead
- Stipends for teachers completing literacy training
- Other - Explain (Required)
- Other options include:
 - Stipend for local LETRS facilitator who is providi

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:

NA