

Minnesota READ Act Literacy Plan for 2024-25

For

LIFE Prep (4035-07)

Date Submitted to the State 06/09/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by LIFE Prep (4035-07). 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

LIFE Prep (4035-07)'s literacy goal(s) for the 2024-25 school year:

Students, K-6th, will read "at or above grade level." (Minn. Statute 120B.12) Students will read both independently and in socio-collaborative ways. Teachers will provide "evidence-based reading instruction" focusing on "foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills." (Minn. Statute 120B.12)

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

Teachers engaged in professional learning communities (PLCs) and discussed best practice, direct and explicit instruction, and school and class literacy data to focus on student reading growth to meet the student centered literacy goals. Teachers also completed Science of Reading training through the U of M's CAREIALL program so that they were better equipped to teach the teacher centered goal of providing "foundational reading skills."

The following describes how LIFE Prep (4035-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Our student population still has a large percentage of students who are not yet reading at or above grade level.

LIFE Prep (4035-07)'s literacy goal(s) for the 2025-26 school year:

We will continue the 2024-2025 reading goals as well as adding the following SMART reading goal: The percentage of 2nd-6th grade students (enrolled on October 1 and maintained a minimum of 60% attendance) who meet or exceed their FASTBridge CBM Reading Typical Growth targets will increase by 10% this school year. Growth will be supported through the implementation of targeted reading interventions, progress monitoring, and differentiated instruction and is measured using fall to spring benchmark assessments.

LIFE Prep (4035-07)'s Local Literacy Plan is posted on the district website at:

<https://www.lifeprepschool.org/>

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 LIFE Prep (4035-07) 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 LIFE Prep (4035-07) 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	16	4	18	2	18	2
Grade 1	9	CTSTR	9	CTSTR	10	1
Grade 2	18	5	18	4	19	3
Grade 3	13	7	15	7	15	6

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 LIFE Prep (4035-07) 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.

LIFE Prep (4035-07) 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	18	15
Grade 1	10	9
Grade 2	19	16
Grade 3	15	11

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 LIFE Prep (4035-07) 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	FASTbridge	Illuminate Education	vendor composites using vendor benchmarks
Grade 5	FASTbridge	Illuminate Education	vendor composites using vendor benchmarks
Grade 6	FASTbridge	Illuminate Education	vendor composites using vendor benchmarks
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 LIFE Prep (4035-07) 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:

LIFE Prep students in 4th-6th will be screened through FASTbridge. Capti ReadBasix screening will also be administered to the 4th-6th students who are flagged as reading below grade level through the initial FASTbridge screening using FAST vendor composites and benchmarks. There is a possibility that LIFE Prep may decide to screen all 4th-6th grade students using Capti ReadBasix as well as FASTbridge.

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

The following table displays the number of students in LIFE Prep (4035-07) 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	28	19	18	3
5th	16	11	11	0
6th	11	10	8	0
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 LIFE Prep (4035-07) 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	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

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

- Parent teacher conferences
- 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:

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

LIFE Prep (4035-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

LIFE Prep will be adding additional information on the FASTbridge parent report detailing specifically if the student is at moderate risk or high risk and how these needs are met in addition to the current parent notification.

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.

LIFE Prep (4035-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Students are first screened with FASTbridge; students who flag below grade level in FASTbridge are then given a follow-up diagnostic assessment. This data is used to determine individual interventions that explicitly match identified needs. FASTbridge provides interventions that match students' areas of growth as determined through the screening. The core curriculum also provides additional materials that are designed for interventions dependent upon identified needs. Teachers also meet with the Literacy Lead after the fall assessment window to discuss data and plans for student interventions; the Literacy Lead also continues to be available throughout the school year for follow up regarding interventions and student growth.

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

There are meetings scheduled with the Literacy Lead to create a system and make plans for the varied reading and writing needs in each classroom. The implementation of SOR strategies is also ongoing at LIFE Prep. Not only is there professional development at the beginning of the year, but it is also scheduled during the year. Professional learning community meetings revolve around tenets of structured literacy that all teaching staff participate in. Classroom observations are completed by teacher leaders, administration, and the Literacy Lead using a common rubric. Feedback and coaching is also built into the observation cycle which assists in creating and continuing fidelity in science of reading principles throughout the school.

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

Students seen in both Tier 2 and Tier 3 interventions have the highest reading needs and demonstrate the largest gap in reading below grade level among all students. Entrance criteria for Tier 2 interventions are students who are determined by administration, the reading teacher, and the classroom teachers through a compilation of data points: FASTbridge screeners, diagnostic assessments, classroom assessments, and teacher observations. Tier 3 students are identified in two separate ways. Some students that are not making expected reading gains as noted in progress monitoring through Tier 2 interventions are moved to a more intensive intervention with the reading specialist. Students in this instance are typically moved to a one on one intervention with the reading specialist rather than in a small group. Other students in an intensive Tier 3 intervention have been identified as having special education needs and meet with a special education teacher for their targeted literacy needs.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

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Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below

Teacher decision-frequency as to goal being met

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 in Tier 2 interventions are progress monitored through FASTbridge. The reading specialist (interventionist) matches a progress monitoring tool available in FASTbridge that matches the evidence-based intervention for each student. The interventionist tracks weekly progress monitoring progress, decline in progress, or stagnancy for each student. These observations assist in making educated and deliberate decisions on how to intensify or modify the current intervention. Progress monitoring of the Tier 3 students who are seen by the reading specialist for their interventions are monitored in the same manner as Tier 2 students outlined above. If these students continue to struggle making adequate progress, they are referred to the MTSS team to continue providing interventions and pursuing testing for special education if the team deems appropriate. The special education teachers who see students in an intensive Tier 3 setting for literacy assistance make decisions on intervention modifications according to their observations and trials as students work on IEP goals.

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

When Tier 2 intervention students meet their goal of reading at grade level, they are exited from the small group intervention that is supplemental to the differentiated instruction provided in the Tier 1/universal classroom. Reading at grade level is determined by progress monitoring, diagnostic assessments, and teacher observations and assessments. Tier 3 special education student exit criteria is based on the mastery of IEP goals. The consideration to write new IEP goals or exit a student from reading interventions is decided upon grade level expectations and student growth shown.

Does LIFE Prep (4035-07) 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

Continuous Improvement for Data-Based Decision Making for Action

LIFE Prep (4035-07) 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:

Tier 3 students with IEP goals will also be progress monitored weekly.

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.

LIFE Prep (4035-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

LIFE Prep (4035-07) has participated in MDE MnMTSS professional learning:

No data entered

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

LIFE Prep (4035-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

During the 2024-2025 school year, the reading specialist began attending MDE trainings for the MnMTSS framework. However, due to other required commitments, she was unable to finish the trainings. But as an initial participant, the forms and information for implementing change are available to her. The leadership team will meet this summer to decide as a group as to what changes can be successfully made to our MTSS process in the upcoming year.

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 LIFE Prep (4035-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
	· Heggerty Phonemic Awareness	Foundational	20
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
	· Wonders: Orignial, 2020	Comprehensive	60
Grade 2	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
	· Wonders: Orignial, 2020	Comprehensive	60
Grade 3	· Wonders: Orignial, 2020	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
Grade 4	· Wonders: Orignial, 2020	Comprehensive	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 5	· Wonders: Orignial, 2020	Comprehensive	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30

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 LIFE Prep (4035-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	UFLI	UFLI and SPED teacher designed
Grade 1	UFLI	UFLI and SPED teacher designed
Grade 2	UFLI	UFLI and SPED teacher designed
Grade 3	UFLI	UFLI and SPED teacher designed
Grade 4	UFLI	UFLI and SPED teacher designed
Grade 5	UFLI	UFLI and SPED teacher designed
Grade 6	UFLI	UFLI and SPED teacher designed
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

LIFE Prep (4035-07) will make the following changes to reading interventions for the 2025-26 school year:

UFLI will be implemented with Tier 3 special education intervention students whose goals align to foundational skills outlined in L

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.

LIFE Prep (4035-07) is using the following approved professional development program:

- CAREIAL

Date of expected completion for Phase 1 Professional Development: 01/29/2025

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:

LIFE Prep will continue to provide trainings and professional development on elements and implementation of the science of reading. Through our coaching system, teachers will also be coached and given feedback on their implementation of explicit and systematic science of reading instruction.

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:

All teacher observations are being conducted during the literacy block with a rubric looking for specific teaching elements regarding the Big 5 fundamental areas. All teachers complete a portfolio detailing instructional methods for Tier 1 differentiation including plans, evidence, data, and reflections. There are also defined expectations that all teachers are to be utilizing and evidence is looked for during classroom visits: curriculum, assessments, and materials posted as well as student manipulatives.

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:

Administration, the Literacy Lead, and teacher leaders complete classroom observations; these school leaders have have a mutual understanding of what quality and comprehensive explicit instruction looks like in classrooms. From this knowledge, the leaders can provide support to all teachers by disseminating knowledge in PLCs which are an environment where learning is fostered and developed. Specific coaching for individuals is also provided after observations and classroom visits. The coaching cycle focuses on specific areas of growth that a teacher needs more support with. Along with specific feedback and suggestions for teacher growth, other growth opportunities are provided to teachers to meet their personal improvement needs: modeling lessons with students, observing other teachers, or watching videos. These supports all focus on evidence based instruction for foundational literacy skills.

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The following changes in instructional practices have impacted students :

Teachers are feeling more confident in providing instruction in these foundational skills. Teachers' classroom data shows that students are making progress in literacy areas that teachers are specifically focusing on in the curriculum and in differentiated small groups. Stronger teachers transfers to more student growth. This growth was seen at LIFE Prep in regards to increased oral reading fluency scores in upper grades, an increase in reading accuracy in grades 1-6, and a growing number of students making typical or aggressive growth in the FASTbridge literacy screeners.

LIFE Prep (4035-07) has implemented the following professional development and support for teachers around culturally responsive practices:

In the fall of 2024, all licensed teachers completed professional development in regards to deepening teacher understanding in the areas of American Indians and individuals with disabilities and mental health concerns. A new q-comp rubric is in the process of being written that will assist in teachers implementing and reflecting on culturally responsive literacy practices. This addition to the rubric will then also be included in the coaching and feedback cycle; the information gleaned from the rubrics will assist in teacher leaders providing coaching in culturally responsive teaching as well as providing information and resources.

LIFE Prep (4035-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Other, explain: (Required)
 - Attended District Literacy Lead Community of Practice
 - Other, explain: (Required)

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):

Teachers who have not yet taken CAREIALL will be starting the training in August of 2025. Curriculum mapping with the newly implemented ELA standards will be completed this year; professional development opportunities will arise as mapping fleshes out.

Continuous Improvement for Professional Development Plan

LIFE Prep (4035-07) will make the following changes to the professional development plan for the 2025-26 school year:

Professional development days have been added to the school calendar after fall and winter testing windows. These days will be specifically dedicated to delving into data to make plans for individual students, analyzing and interpreting areas and patterns of needed growth, and celebrating patterns of growth.

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)	0	0	0	0
K-3 Classroom Educators	3	3	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	3	3	0	0
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	1	1	0	1
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	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

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Grades 4-12 Classroom Educators responsible for reading instruction	0	0	0	0
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	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

LIFE Prep (4035-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$9,455.95

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

\$9,455.95

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.

LIFE Prep (4035-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$5,911.12

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

- Employing a reading intervention specialist
- Stipends for teachers completing literacy training
- Reading intervention (curriculum, materials, 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:

No funds remain