

Minnesota READ Act Literacy Plan for 2024-25

For

Menahga Public School District (0821-01)

Date Submitted to the State 05/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Menahga Public School District (0821-01). 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

Menahga Public School District (0821-01)'s literacy goal(s) for the 2024-25 school year:

Menahga SMART goals for the 2024-2025 School Year

- Begin training PreK-grade 6 staff, Title I, Special Education, and support staff in OLLA, Advancing Language and Literacy with the goal of completion Summer 2025.
- Conduct Fastbridge screening for all students in PreK- sixth grade as required during the 2024-2025 school year
- In spring of 2025, update literacy plan with goals to extend training opportunity to additional staff as required

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

During the 2024-2025 school year, the Menahga School District made a strong effort to screen all students using FastBridge in order to identify those with literacy needs. Following the initial screening, Tier 1 interventions primarily focused on phonics were delivered through core classroom instruction. Students identified as needing additional support received further diagnostic assessments to pinpoint specific skill gaps. Classroom teachers, interventionists, and special education staff collaborated to provide targeted, 30-minute daily intervention blocks tailored to each student's needs. All teaching staff who had not previously completed LETRS participated in OL-LA training, and this year, all 30 of the 30 participating staff members successfully completed the program. In addition, staff shared assessment data with families and provided resources to help parents support their children's areas of need at home.

The following describes how Menahga Public School District (0821-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Menahga's literacy goal is for every student to be reading at grade level. While we have made progress, this goal has not yet been fully achieved. Currently, approximately 70% of our students are meeting the benchmark standards established by the district.

Menahga Public School District (0821-01)'s literacy goal(s) for the 2025-26 school year:

Menahga SMART goals for the 2025-2026 School Year :

- Begin professional development and program implementation for remaining high school staff to meet the requirements of the Minnesota READ Act.
- Begin professional development and program implementation for district paraprofessional staff to meet the requirements of the Minnesota READ Act.
- Continue refining and aligning instructional language, and further define the scope and sequence of literacy instruction in grades K-6.
- Provide training and implement the Capti program for students in grades 4-12.

Menahga Public School District (0821-01)'s Local Literacy Plan is posted on the district website at:

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 Menahga Public School District (0821-01) 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 Menahga Public School District (0821-01) 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	68	23	68	39	65	47
Grade 1	70	27	65	27	65	27
Grade 2	70	53	70	50	70	61
Grade 3	79	62	82	60	82	66

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 Menahga Public School District (0821-01) 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.

Menahga Public School District (0821-01) 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	67	22
Grade 1	70	31
Grade 2	30	24
Grade 3	34	19

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

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 Menahga Public School District (0821-01) 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			
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 Menahga Public School District (0821-01) 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:

Menahga Public Schools will use vendor benchmarks to determine which students are not reading at grade level. (i.e. Fastbridge and Renaissance STAR Reading Benchmarks)

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

The following table displays the number of students in Menahga Public School District (0821-01) 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 Menahga Public School District (0821-01) 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	No	
Grade 5	No	
Grade 6	No	
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

Menahga Public School District (0821-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

All parents of a K-12 student will be notified if their child is reading below grade level using the same methods of communication for K-3 students during the 2024-2025 school year.

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.

Menahga Public School District (0821-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

As a district, Menahga follows the state guidelines to gather and analyze our reading data collected from Fastbridge. Staff then meets to determine which interventions align with students' needs. Menahga Elementary uses SPIRE, Kilpatrick, and Heggerty interventions with our K-3 students as they align with the Science of Reading. All Elementary teaching staff has been trained in one of the state approved Science of Reading courses. Staff is using their existing and newly gained knowledge of the Science of Reading to strengthen instruction. Teachers, Interventionists, and Administrators collaborate to make sure we are meeting the needs of our students based on best practices. Menahga is also developing a Reading Committee to further strengthen our implementation of the Science of Reading.

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

Staff uses Fastbridge data along with other data sources to help inform instruction. Teachers progress monitor students weekly. All Elementary teaching staff and students participate in a "Power Half Hour" daily. During this time students are grouped based on similar needs and receive instruction within these groups.

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

Students who are categorized as "Some Risk or High Risk" according to Fastbridge receive additional diagnostic testing to ensure the most accurate picture of the students needs. From here, students who are at risk receive Tier 2 intervention support from a teacher during our daily Power Half Hour block. Additionally, students with the most severe needs receive Tier 3 intervention support from our Reading Specialist twice daily.

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

Progress monitoring data collection for students in Tier 3 occurs: More than 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:

Students receiving intervention support are progress monitored weekly. Staff closely monitor the growth of students throughout this process. If students are not showing academic growth at an appropriate rate after six weeks, the student is referred to our Intervention Team. During this process, the data, intervention material, duration, frequency and group size of the intervention are all taken into consideration by the team. The team then strategizes the best ways to intensify, modify, or supplement the intervention. After 4 - 6 weeks the team checks in again to see if the changes made to the intervention are meeting the needs of the student.

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

Students receiving Tier 2 or Tier 3 interventions are progress monitored weekly. After six weeks staff meet to go over the students' growth and response to the intervention. If students receiving Tier 2 support are performing at grade level after 6-8 weeks, they transition into a Tier 1 group and continue to be progress monitored to ensure the student has had a successful transition. The same process is followed for Tier 3 students transitioning to Tier 2 when they are performing at or above the 20th percentile nationally.

Does Menahga Public School District (0821-01) 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

Continuous Improvement for Data-Based Decision Making for Action

Menahga Public School District (0821-01) 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:

As we receive more guidance from the state, we will be implementing more specific criteria and progress monitoring procedures for students in grades 4-12. This includes using the CaptiReadBasix data to help develop more accurate intervention plans for students in need.

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.

Menahga Public School District (0821-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Menahga Public School District (0821-01) has participated in MDE MnMTSS professional learning:

No data entered

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

Menahga Public School District (0821-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

The Menahga District will begin work to align the current MTSS process with the specifics of Minnesota's MTSS model.

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 Menahga Public School District (0821-01), 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	Knowledge Building	30
	· Other	Foundational	10
	· Other	Foundational	40
	· Other	Foundational	10
	· Journeys	.	.
	· Heggerty	.	.
	· SPIRE	.	.
	· Kilpatrick	.	.
Grade 1	· Other	Knowledge Building	30
	· Other	Knowledge Building	30
	· Other	Foundational	10
	· Other	Foundational	10
	· Journeys	.	.
	· SPIRE	.	.
	· Heggerty	.	.
Grade 2	· Other	Knowledge Building	30
	· Other	Foundational	30
	· Other	Foundational	5
	· Other	Foundational	5

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Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
	· Other	Supplemental	20
	· Journeys	.	.
	· SPIRE	.	.
	· Heggerty	.	.
	· Kilpatrick	.	.
	· Read Live Naturally	.	.
Grade 3	· Other	Knowledge Building	30
	· Other	Foundational	30
	· Other	Foundational	5
	· Other	Supplemental	30
	· Journeys	.	.
	· SPIRE	.	.
	· Kilpatrick	.	.
	· Read Live Naturally	.	.
Grade 4	· Other	Comprehensive	45
	· Other	Foundational	30
	· Other	Supplemental	20
	· Journeys	.	.
	· SPIRE	.	.
	· Read Live Naturally	.	.
Grade 5	· Other	Comprehensive	45
	· Other	Foundational	30
	· Other	Supplemental	20
	· Journeys	.	.
	· SPIRE	.	.
	· Teacher Created Standards Based	.	.

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 Menahga Public School District (0821-01) 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	Kilpatrick/SPIRE	Kilpatrick/ SPIRE- Sounds Sensible
Grade 1	Kilpatrick/SPIRE	Kilpatrick/ SPIRE
Grade 2	Kilpatrick/SPIRE	Kilpatrick/ SPIRE
Grade 3	Kilpatrick/SPIRE	Kilpatrick/ SPIRE
Grade 4	Kilpatrick/ SPIRE	Kilpatrick/ SPIRE
Grade 5	SPIRE	SPIRE
Grade 6	READ 180	READ 180
Grade 7	READ 180	READ 180
Grade 8	READ 180	READ 180
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Menahga Public School District (0821-01) will make the following changes to reading interventions for the 2025-26 school year

If we secure the ADSIS grant, we plan to purchase Benchmark Steps to Advance for comprehension, as well as UFLI materials.

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.

Menahga Public School District (0821-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 04/25/2025

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

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:

Menahga Public Schools is committed to supporting all staff in meeting literacy training expectations. Any individual who does not receive a passing grade will receive individualized coaching and support from an in-district Local Literacy Lead, who is certified through the upcoming "Train the Trainer" program offered this summer.

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:

Menahga Public Schools will ensure that all elementary staff complete coursework aligned with the Science of Reading. In addition, beginning in the 2025-2026 school year, the district will establish a new position dedicated to leading staff development, providing instructional coaching, and collecting teacher observation data to inform ongoing professional learning needs.

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:

Menahga Public Schools will ensure that all elementary staff complete coursework aligned with the Science of Reading. To further support effective implementation, a new position will be established in the 2025-2026 school year to oversee staff development, instructional coaching, and the collection of classroom observation data. Insights gathered from instructional observations and grade-level data meetings will be used to guide targeted coaching cycles, ensuring a strong understanding of best practices and supporting high-quality instructional performance across classrooms.

The following changes in instructional practices have impacted students :

Menahga Public Schools has recently initiated meaningful discussions around instructional practices, with one of

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the key takeaways being the critical need for a highly aligned curriculum. Through our participation in the OL-LA learning initiative, significant gaps have been identified in the current instructional materials used with students. While teachers have worked diligently to fill these gaps through supplemental instruction, the district is actively planning to adopt new curriculum for grades Kâ€"6 to ensure stronger alignment and consistency. Cross-grade professional development has enhanced collaboration and alignment across grade levels, contributing to early signs of improvement in FastBridge assessment scores. Additionally, the district has recognized the importance of expanding data collection to include preschool and has implemented a new requirement for Kindergarten assessments to include a composite score for Early Reading.

Menahga Public School District (0821-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Menahga Public Schools has intentionally integrated Culturally Responsive professional development into the regular school year calendar to ensure that all staff have equitable access to this essential learning.

Menahga Public School District (0821-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead 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):

Menahga Public Schools is committed to ensuring comprehensive literacy training for all staff. All new staff members will be trained in the OL-LA framework, while paraprofessional staff will receive targeted literacy training. Summer professional development focused on understanding the Minnesota State Literacy Standards has been made available to all staff. Additionally, the district Literacy Committee will continue to lead the development of professional learning opportunities centered on establishing common academic language and creating a cohesive elementary literacy scope and sequence.

Continuous Improvement for Professional Development Plan

Menahga Public School District (0821-01) will make the following changes to the professional development plan for the 2025-26 school year:

Menahga Public Schools is committed to ensuring comprehensive literacy training for all staff. All new staff members will be trained in the OL-LA framework, while paraprofessional staff will receive targeted literacy training. Summer professional development focused on understanding the Minnesota State Literacy Standards has been made available to all staff. Additionally, the district Literacy Committee will continue to lead the development of professional learning opportunities centered on establishing common academic language and creating a cohesive elementary literacy scope and sequence.

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	2	2	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	15	15	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	9	8	0	0
K-12 Reading Interventionists	4	4	0	0
K-12 Special Education Educators responsible for reading instruction	10	10	0	0
PreK through grade 5 Curriculum Directors	1	1	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
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Grades 4-12 Classroom Educators responsible for reading instruction	3	0	0	3
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	1	1	0	0
Grades 6-12 Curriculum Directors	2	1	0	1
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.

Menahga Public School District (0821-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$47,588.48

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

\$47,588.48

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.

Menahga Public School District (0821-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$37,743.30

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

- Not applicable

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

\$37743

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

These funds are being held for the purchase of new district literacy curriculum.