

## Minnesota READ Act Literacy Plan for 2024-25

For

Lester Prairie Public School District (0424-01)

Date Submitted to the State 05/15/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Lester Prairie Public School District (0424-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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

Lester Prairie Public School District (0424-01)'s literacy goal(s) for the 2024-25 school year:

Lester Prairie will focus on enhancing the implementation of evidence-based literacy instruction during the 2024-25 school year. Professional development will be offered for K-3 educators, special education staff providing reading instruction, and reading intervention educators. In addition, we will evaluate our Tier 1 curriculum and intervention resources to ensure alignment with evidence-based practices. Guidance provided by the Minnesota Department of Education will be continuously reviewed and incorporated to guide us toward full implementation of evidence-based literacy instruction.

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

During the school year, the district successfully implemented LETRS training for all PreK-6 educators, K-12 special education staff, and reading interventionists to strengthen foundational literacy instruction. In addition, staff reviewed guidance from the Minnesota Department of Education and continued to examine and implement the new Minnesota English Language Arts standards to ensure alignment with state expectations and to enhance student learning outcomes.

The following describes how Lester Prairie Public School District (0424-01)'s current student performance differs from the literacy goal detailed in the READ Act:

While our goal remains for all students to read at or above grade level each year, current data indicates that not all students are meeting this benchmark. However, we are encouraged by consistent growth from fall to spring across student grade levels, reflecting positive instructional impact. Continued efforts will focus on accelerating progress to ensure more students reach grade-level proficiency.

Lester Prairie Public School District (0424-01)'s literacy goal(s) for the 2025-26 school year:

Lester Prairie will continue to focus on enhancing the implementation of evidence-based literacy instruction during the 2025-26 school year. Professional development will be offered for K-3 educators, special education staff providing reading instruction, and reading intervention educators. In addition, we will evaluate our Tier 1 curriculum and intervention resources to ensure alignment with evidence-based practices. Guidance provided by the Minnesota Department of Education will be continuously reviewed and incorporated to guide us toward full implementation of evidence-based literacy instruction.

Lester Prairie Public School District (0424-01)'s Local Literacy Plan is posted on the district website at:

<https://www.lp.k12.mn.us/worlds-best-workforce-state-reports/>

## 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 Lester Prairie Public School District (0424-01) 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	STAR
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	STAR
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	STAR
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	STAR

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

Universal screening for foundational reading skills for Lester Prairie Public School District (0424-01) 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	28	CTSTR	26	16	25	15
Grade 1	17	CTSTR	17	10	17	10
Grade 2	26	11	26	12	26	18
Grade 3	34	13	34	22	34	23

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 Lester Prairie Public School District (0424-01) 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.

Lester Prairie Public School District (0424-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received 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	25	10
Grade 1	16	CTSTR
Grade 2	26	CTSTR
Grade 3	34	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 Lester Prairie Public School District (0424-01) 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 Lester Prairie Public School District (0424-01) 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:

The district will determine which students in grades 4-12 are not reading at grade level through a comprehensive approach. This process begins with the administration of universal screening assessments at key points throughout the school year to identify students who may be at risk for reading difficulties. In addition, results from the Minnesota Comprehensive Assessments (MCAs) in reading provide a standardized measure of student performance relative to state grade-level expectations. Teachers play a critical role in this determination by using formative assessments and ongoing classroom observations to monitor reading progress and identify students who may require additional support.

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

The following table displays the number of students in Lester Prairie Public School District (0424-01) 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		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		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 Lester Prairie Public School District (0424-01) 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	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	2 times per year
Grade 7	Yes	2 times per year
Grade 8	Yes	2 times per year
Grade 9	Yes	2 times per year
Grade 10	Yes	2 times per year
Grade 11	Yes	2 times per year
Grade 12	Yes	2 times per year

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

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

- Family engagement nights
- Parent teacher conferences
- School events

## 8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Lester Prairie Public School District (0424-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

During the 2024-2025 school year, the District Leadership Team began a six-session professional learning cohort facilitated by the Minnesota Department of Education and Compass, focused on strengthening Data-Based Decision Making for Literacy Interventions. Through this collaboration, the team identified Tier 1 instruction and family engagement as key areas for improvement, ensuring that all students receive high-quality, evidence-based literacy instruction and meaningful support at home. At Tier 2, targeted interventions include Title I Reading services for 6 students, 3 Reading Corps instruction, and classroom-based small group interventions aligned to specific reading targets. For students requiring additional support, Tier 3 interventions are implemented following referrals to the Student Assessment Team. These students receive more intensive reading interventions, are progress monitored weekly, and may be referred for a special education evaluation if adequate growth is not observed. This tiered approach ensures data-driven decisions are guiding instruction and intervention across all levels of student need.

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

We supported teachers in delivering high-quality, evidence-based core instruction through regular professional development, data analysis protocols, and instructional coaching. Classroom walkthroughs and lesson plan reviews are conducted to ensure alignment with research-based literacy practices, while grade-level teams collaborate during PLCs to analyze student data and adjust instruction as needed. By focusing on these practices, the district ensures Tier 1 instruction is consistently delivered with fidelity, providing a strong foundation before layering additional interventions.

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

We use the MnMTSS framework to identify and support students requiring additional academic, behavioral, or social-emotional assistance beyond standard classroom instruction. Eligibility for Tier 2 and Tier 3 interventions is determined through a combination of universal screening, progress monitoring, and collaborative team decision-making. We make goal for students to reach during interventions and determine as a team if the student meets the goal before moving to the next tier.

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

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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:

The K-6 progress monitoring protocol for Tier 2 and Tier 3 reading instruction involves data-driven decision-making using frequent, systematic assessments to determine student responsiveness and guide instructional adjustments. Students receiving Tier 2 support are monitored weekly using FastBridge that measure reading fluency, comprehension, or phonics, depending on the area of need. For Tier 3, progress is monitored weekly with more intensive, skill-specific assessments. Data is graphed and reviewed during regular intervention team meetings (every 4-6 weeks) to evaluate growth, set short-term goals, and determine if the current intervention is effective. If a student shows insufficient progress instruction is intensified by increasing time, reducing group size, adjusting instructional strategies, or moving to a different evidence-based intervention. Decisions to exit or escalate a student between tiers are based on multiple data points, not a single assessment. Family communication is ongoing throughout the process to support transparency and collaboration. For 7-12 students receiving Tier 2 support are monitored weekly using local developed interventions that measure reading fluency and comprehension depending on the area of need. For Tier 3, progress is monitored with more intensive, skill-specific assessments. If a student shows insufficient progress instruction is intensified by increasing time, reducing group size, or adjusting instructional strategies.. Decisions to exit or escalate a student between tiers are based on multiple data points, not a single assessment. Family communication is ongoing throughout the process to support transparency and collaboration.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include: Decisions are made by the MnMTSS team to exit or escalate a student between tiers are based on multiple data points, not a single assessment. We have the same process K-12th grade. We make sure students are meeting the goals we set forth and make progress during the interventions in order to determine an exit from the intervention program.

Does Lester Prairie Public School District (0424-01) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

## 9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Lester Prairie Public School District (0424-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Lester Prairie Public School District (0424-01) has participated in MDE MnMTSS professional learning:

Yes

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

Lester Prairie Public School District (0424-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

The district is in the first year of specifically using the MnMTSS framework. We will continue to increase the use of the framework by repurposing our current assessment team into a specific MnMTSS team. There, we will work in school implementation and our District Leadership Team will develop a school handbook to implement the following school 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 Lester Prairie Public School District (0424-01), 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	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 1	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 2	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 3	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 4	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 5	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90

## 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 Lester Prairie Public School District (0424-01) 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	FastBridge
Grade 1	FastBridge	FastBridge
Grade 2	FastBridge	FastBridge
Grade 3	FastBridge	FastBridge
Grade 4	NA	NA
Grade 5	NA	NA
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	AN	NA

## 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.

Lester Prairie Public School District (0424-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 04/30/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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

All teachers completed at the 80% or high 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:

Classroom walkthroughs and observation aligned to instructional routines and the five key literacy areas—"phonemic awareness, phonics, fluency, vocabulary, and comprehension"—are used regularly by instructional coaches and administrators. Student data are analyzed to monitor outcomes and guide support. Professional learning communities meet regularly to examine instructional practices and student progress, while ongoing coaching provides feedback and models fidelity-aligned techniques.

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:

Teachers receive personalized support through modeling, co-teaching, and actionable feedback aligned with explicit, systematic, evidence-based literacy instruction. Regular PLCs and data meetings ensure alignment to instructional goals and provide a platform for reflection and continuous improvement. Progress is monitored to ensure that all teachers are effectively implementing best practices across all five key reading components.

The following changes in instructional practices have impacted students :

Student performance data demonstrates an increase in reading proficiency across grades K-3 with a decrease in the number and severity of characteristics typically associated with dyslexia. This positive trend suggests that targeted tiered interventions, evidence-based reading strategies, and structured literacy practices are effectively supporting students' diverse learning needs. In particular, students previously identified as exhibiting dyslexic characteristics are now showing marked improvement in decoding, fluency, and comprehension skills.

## Local Literacy Plan for Lester Prairie Public School District (0424-01)

Progress monitoring tools and formative assessments reflect a steady trajectory of growth, with a greater percentage of students meeting or exceeding grade-level benchmarks on the FastBridge tests. These outcomes underscore the importance of differentiated instruction and early identification, as well as the continued collaboration between educators, intervention specialists, and families. Sustained focus on research-aligned literacy instruction will be critical in maintaining and accelerating this momentum.

Lester Prairie Public School District (0424-01) has implemented the following professional development and support for teachers around culturally responsive practices:

During the school year, our district has put an extra emphasis on culturally responsive practices. We have done professional development and PLC work with culturally responsive practices and all educators have implemented practices through learning from the SWWC regional literacy team who comes into our school to give LETRs training. We have learned about the origin of the English language and how it is derived from many different cultures and put into one common language. Within this practice, we have also learned about different dialects and accents of students from different parts of the world or who come from different backgrounds. When we do reading tests, we have a better understanding of the dialect that is used in Minnesota is even different from other states, so the way we use language and pronounce different letter sounds is different depending on the background the student is coming in with.

Lester Prairie Public School District (0424-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation

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):

The district's Professional Development Plan includes a comprehensive, research-based approach to literacy instruction, with all PreK-6th grade classroom teachers, reading specialists, ELL specialists, and K-12 special education teachers participating in the first year of a two-year Lexia LETRS (Language Essentials for Teachers of Reading and Spelling) program. This initiative is facilitated by the SWWC Regional Literacy Network and is designed to deepen educators' understanding of the science of reading. In addition to LETRS training, bi-monthly Professional Learning Communities (PLCs) meet with a primary focus on aligning instruction with reading standards and implementing best practices. The Student Success Coach actively supports these efforts to ensure coherence and sustainability across the district. To monitor progress and guide instruction, the district utilizes FastBridge and STAR assessment data, driving individual and classroom-level continuous improvement in literacy outcomes.

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

Lester Prairie Public School District (0424-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$18,332.00

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

\$20,853.00

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training

### READ Act Literacy Aid

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

Lester Prairie Public School District (0424-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$18,332.00

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training

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

\$0

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

There are no remaining funds.