

## Minnesota READ Act Literacy Plan

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

For

Lake City Public School District (0813-01)

Date Submitted to the State 06/03/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Lake City Public School District (0813-01). 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 \(2024\)](#).

### Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

## 1. Read Act Goals

### District or Charter School Literacy Goals

Lake City Public School District (0813-01)'s literacy goal(s) for the 2024-25 school year:

60% of the students at Bluff View Elementary School will be proficient in reading as measured by Fastbridge Learning measures (earlyReading/aReading) in the spring of 2025. The students at Bluff View Elementary School will meet or exceed a median student growth percentile of 60 when compared to initial level peers on the FastBridge Learning measures (earlyReading/aReading & earlyMath/aMath) from fall to spring during the 24-25 school year.

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

Staff were trained in CORE or LETRS. New reading curriculum was purchased for the 2023-24 school year (Amplify CKLA) and we monitored for fidelity. In 2024-25 school year, 1st and 2nd grade added UFLI to small group reading groups. Instructional coach works with all K-6 teachers on reading goals both individually and teams. Two after school Targeted Services programs and one summer program target students under 40th percentile in Fastbridge to give extra support.

The following describes how Lake City Public School District (0813-01)'s current student performance differs from the literacy goal detailed in the READ Act:

We are making progress, but it is small. Our proficiency in aReading is up from 58% to 61% in our Elementary Building. Although this is positive, it is a small amount. We believe we are doing all we can with the minutes and resources that we have to improve reading performance.

Lake City Public School District (0813-01)'s literacy goal(s) for the 2025-26 school year:

The students at Bluff View Elementary School will meet or exceed a median student growth percentile of 55 when compared to initial level peers on the FastBridge Learning measures (earlyReading/aReading) from fall to spring during the 25-26 school year. 65% of the students at Bluff View Elementary School will be proficient in reading as measured by Fastbridge Learning measures (earlyReading/aReading) in the spring of 2026.

Lake City Public School District (0813-01)'s Local Literacy Plan is posted on the district website at:

<https://www.lake-city.k12.mn.us/elementary-home-page/>

## 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 Lake City Public School District (0813-01) 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 | Fastbridge aReading, Nonsense Word Fluency |
| Grade 3      | FastBridge earlyReading (K-1) and CBMReading (Grades 1-3) | Vendor composites using vendor benchmarks | Fas  |

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

Universal screening for foundational reading skills for Lake City Public School District (0813-01) 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 | 74  | 42   | 74  | 61   | 75  | 60   |
| Grade 1      | 85  | 40   | 86  | 37   | 86  | 37   |
| Grade 2      | 66  | 32   | 64  | 37   | 65  | 36   |
| Grade 3      | 90  | 40   | 91  | 46   | 91  | 55   |

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 Lake City Public School District (0813-01) 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.

Lake City Public School District (0813-01) 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:

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

| Grade        | Number of Students Screened for Dyslexia | Number of Students Demonstrating Characteristics of Dyslexia |
|--------------|--|--|
| Kindergarten | 75                                       | 7  |
| Grade 1      | 86                                       | 26   |
| Grade 2      | 26                                       | 13   |
| Grade 3      | 41                                       | 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 Lake City Public School District (0813-01) 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  | CBMreading          | Fastbridge            | 40% National             |
|          | aReading            | Fastbridge            | 40% National             |
| Grade 5  | CBMreading          | Fastbridge            | 40% National             |
|          | aReading            | Fastbridge            | 40% National             |
| Grade 6  | CBMreading          | Fastbridge            | 40% National             |
|          | aReading            | Fastbridge            | 40% National             |
| Grade 7  | aReading            | Fastbridge            | 40% National             |
| Grade 8  | aReading            | Fastbridge            | 40% National             |
| Grade 9  | aReading            | Fastbridge            | 40% National             |
| 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 Lake City Public School District (0813-01) 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:

We will identify students not meeting 150 wcpm with 95% accuracy benchmark using grade level CBMReading at the end of grade 5.

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

The following table displays the number of students in Lake City Public School District (0813-01) 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 Lake City Public School District (0813-01) 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             | 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

## Local Literacy Plan for Lake City Public School District (0813-01)

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

- Family engagement nights
- Parent teacher conferences
- School events
- Other - describe (Required)
  - Summer Reading Program, Multilingual Book Deliveries in the summer

## 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.

Lake City Public School District (0813-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

All K-6 students are screened three times a year using FastBridge in the areas of reading, math, and behavior. Following the Fall and Spring screening windows, each grade-level team meets for a 2.5-hour data review with our interventionists, administrators, instructional coach, school psychologist, and social worker. During these meetings, we analyze student data to identify needs and ensure each child is matched with the appropriate support. This process combined with regular monitoring by classroom teachers and our Student Achievement Team helps us provide every student with evidence-based instruction and, when needed, targeted intervention. 7-9: All students are screened Fall, Winter and Spring with aReading. Teachers analyze the data to determine who meets the criteria for receiving a class intervention.

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

K-6: We monitor fidelity and support differentiation of Tier 1 instruction through a combination of instructional coaching and administrative walkthroughs. Each teacher participates in a coaching cycle that includes 5-10 classroom sessions with our instructional coach, who uses a curriculum fidelity tool to guide the process.

Differentiating Tier 1 instruction is often a key focus within these cycles. In addition, our administrative team conducts weekly walkthroughs in every classroom. We also gather feedback through an end-of-year staff survey on curriculum implementation and monitor pacing across grade levels three times per year. 7-12: Our PLC's are very systematic and have teachers work through assessment protocols, data analysis and peer review for Tier 1 instruction.

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

Initial Identification K-6: The student must meet 2 out of 3 indicators below in order to qualify for a Tier 2 intervention. FastBridge (national percentile below 15th percentile) K- early reading K-early math 1-nonsense words and/or early rdg 1-early math and/or decomposing numbers 2-6-CBM's 2-6 CAP aReading and aMath (national percentile below 15th percentile) Unit Assessments 7-9: The student must score below the 15% on aReading and this is looked at in combination with class grades and teacher feedback.

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

## Local Literacy Plan for Lake City Public School District (0813-01)

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:

K-6: Students who have 6 consecutive data points that occur below the goal line indicate a change in intervention is needed as well as an intervention trend less than 1.5. 7-9: Progress monitoring occurs for students below the 15% in aReading in both Tier 2 and 3.

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

K-6: A student is performing at or above the 15th percentile on FastBridge or a trend line that is 6 consecutive points above the goal line. 7-9: Fastbridge aReading score above 15% along with class grades and teacher discretion.

Does Lake City Public School District (0813-01) 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

Lake City Public School District (0813-01) 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:

During the 2025-2026 school year we will add the Nonsense Word testing scores to our data day discussions for grades 2 and 3. We will also be implementing the Capti ReadBasix test to 4-12 graders who do not meet the cut score of 150wcpm with 95% accuracy.

## 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.

Lake City Public School District (0813-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Lake City Public School District (0813-01) has participated in MDE MnMTSS professional learning:

Yes

## 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 Lake City Public School District (0813-01), 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                                    |
|              | · UFLI Foundations, K-2, 2022 (Highly Aligned)      | Foundational   | 25                                     |
| Grade 2      | · Amplify Core Knowledge Language Arts (CKLA), K-5, | Comprehensive  | 120                                    |
|              | · UFLI Foundations, K-2, 2022 (Highly Aligned)      | Foundational   | 25                                     |
| 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                                     |

## 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 Lake City Public School District (0813-01) 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 | UFLI  | SONDAY  |
| Grade 1      | UFLI  | SONDAY  |
| Grade 2      | UFLI  | SONDAY  |
| Grade 3      | UFLI  | SONDAY  |
| Grade 4      | UFLI  | SONDAY  |
| Grade 5      | Rewards   | SONDAY  |
| Grade 6      | Read Naturally Live   | SONDAY  |
| Grade 7      | Jamestown Reading, Reading Drills, Vocab Drills, 6 Way Paragraphs | NA  |
| Grade 8      | Jamestown Reading, 6 Way Paragraphs                               | NA  |
| Grade 9      | NA  | NA  |
| Grade 10     | NA  | NA  |
| Grade 11     | NA  | NA  |
| Grade 12     | NA  | 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.

Lake City Public School District (0813-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 05/10/2025

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:

All Phase 1 staff completed all the training requirements in the time frame allotted.

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:

Administrators conduct weekly 5-10 minute walk-throughs of every classroom. We have an instructional coach who also observes each classroom every 3 weeks all year.

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:

Our instructional coach is both LETRS and CORE trained. ALL teaching staff that utilizes the Amplify CKLA curriculum completes a coaching cycle with our instructional coach that focuses on fidelity, engagement and differentiating for learners. The knowledge gained by our instructional coach and teachers in our Read Act training (both LETRS and CORE) is integrated into these coaching cycles and discussions.

The following changes in instructional practices have impacted students :

This year we implemented UFLI during our 25 minute reading groups in grades 1 and 2. Teachers were fully trained by our instructional coach and model lessons were delivered. Teachers wanting additional coaching received it. In first grade our RCBM proficiency increased from 44% last Spring to 50% this Spring- our highest number we have ever had in 1st grade. 75% of our K teachers are LETRS trained and 25% are CORE trained.

This year 81% of our K students were proficient on their Early Reading Composite.

Lake City Public School District (0813-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Our local Teacher Development Evaluation team just worked with Compass on improving our Teacher



## Local Literacy Plan for Lake City Public School District (0813-01)

evaluation tool to include the 2022 model of Danielson along with questions in the pre and post conference that relate to cultural responsive practices. Our Instructional Coach is taking various Project Momentum classes this summer and has already used the Multilingual Reflection tool from her 1st session.

Lake City Public School District (0813-01) 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):

Next school year there will be PD offered that focuses on key findings and application in the area of reading fluency and comprehension. Resources will be used from both LETRS and CORE training. We will also be spending some of our PLC time looking at the new ELA standards and the crosswalk to the old standards. Time will be spent ensuring that our CKLA curriculum meets those standards. Every teacher also goes through a 5-10 day coaching cycle with our instructional coach where literacy can be an area of focus.

### 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<br>in District or<br>Charter<br>Organization | Educators who<br>have<br>completed<br>Training | Educators with<br>Training in<br>Progress | Educators<br>who, need<br>Training |
|--|---|--|---|------------------------------------|
| PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction | 2   | 2  | 1   | 1                                  |
| PreK ? 12 Educators who work with English learners (Licensed ELL teachers)   | 1   | 1  | 1   | 1                                  |
| K-3 Classroom Educators  | 17  | 13   | 4   | 0                                  |
| Grades 4-5 (or 6) Classroom Educators (as determined by district)  | 11  | 1  | 0   | 0                                  |
| K-12 Reading Interventionists  | 2   | 2  | 0   | 0                                  |
| K-12 Special Education Educators responsible for reading instruction   | 12  | 12   | 0   | 0                                  |
| 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<br>in District or<br>Charter<br>Organization | Educators who<br>have<br>completed<br>Training | Educators with<br>Training in<br>Progress | Educators who<br>need Training |
|------------------------|---|--|---|--------------------------------|
|                        |   |  |   |                                |

Local Literacy Plan for Lake City Public School District (0813-01)

|  |    |   |   |    |
|--|----|---|---|----|
| Grades 4-12 Classroom Educators responsible for reading instruction  | 16 | 1 | 0 | 15 |
| 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  | 1  | 0 | 0 | 1  |

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Lake City Public School District (0813-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$42,843.06

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.

Lake City Public School District (0813-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$47,209.08

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:

\$90052

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

Funds are allocated for the salary of the district literacy lead, dyslexia screener, benchmark screener, professional development substitute costs, and reading intervention curriculum.