

## Minnesota READ Act Literacy Plan

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

For

Clearbrook-Gonvick School District (2311-01)

Date Submitted to the State 06/09/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Clearbrook-Gonvick School District (2311-01). This plan is a requirement of the Minnesota READ Act, <a href="https://www.revisor.mn.gov/statutes/cite/120B.12" target="\_blank">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

Clearbrook-Gonvick School District (2311-01)'s literacy goal(s) for the 2024-25 school year:

1. All phase one educators will be trained in structured literacy through CAREIALL by June 2025. 2. All parents will receive notification after fall and spring benchmark as to whether or not their student is reading at grade level. 3. In spring of 2024, 25% of kindergarten students were at benchmark level. In Spring of 2025, 30% of these same students (first grade) will be at benchmark level. 4. In spring of 2024, 41% of first grade students were at benchmark level. In Spring of 2025, 46% of these same students (second grade) will be at benchmark level. 5. In spring of 2024, 90% of second grade students were at benchmark level. In Spring of 2025, 90% of these same students (third grade) will be at benchmark level. 6. In spring of 2024, 48% of third grade students were at benchmark level. In spring of 2025, 53% of these same students (fourth grade) will be at benchmark level. 7. In spring of 2024, 48% of fourth grade students were at benchmark level. In Spring of 2025, 53% of these same students (fifth grade) will be at benchmark level. 8. In spring of 2024, 53% of fifth grade students were at benchmark level. In Spring of 2025, 58% of these same students (sixth grade) will be at benchmark level. 9. In spring of 2024, 61% of sixth grade students were at benchmark level. In Spring of 2025, 66% of these same students (seventh grade) will be at benchmark level. 10. In grades 7-12 the number of students that are at benchmark will increase by five percentage points from Fall 2024 until spring of 2025.

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

All phase one educators were trained in structured literacy through CAREIALL by June 2025. In addition, all parents received notification after fall and spring benchmark as to whether or not their student is reading at grade level. Students in grades 7-12 were not screened during the 2024-2025 school year. Goal 3. 52.5 up from 25, surpassed goal Goal 4. 69% up from 41, surpassed goal Goal 5. 78% down from 90%, did not meet Goal 6. 68% up from 48, surpassed goal Goal 7. 44% down from 48, did not reach goal Goal 8. 60% up from 53, surpassed goal

The following describes how Clearbrook-Gonvick School District (2311-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The READ Act goal is to have every child reading at or above grade level and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. Grades 1, 2, 4, and 6 made an increase in how many students are reading at or above grade level. Grade three and five have not made progress towards this goal. Grade 1 is at 53 % Grade 2 is at 69% Grade 3 is at 78% Grade 4 is at 68% Grade 5 is at 44% Grade 6 is at 60%

Clearbrook-Gonvick School District (2311-01)'s literacy goal(s) for the 2025-26 school year:

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1. Remaining Reading Intervention Teacher and Principal trained in Careiall before July 1, 2026. Additionally, we will have staff participate in the Train/Trainer for paras to provide training for paras before July 1, 2026. 2. As a school we will implement literacy topics into our school social media page and include a literacy booth at our two parent/teacher conferences. 3. In spring of 2025, 36% of kindergarten students were at benchmark level. In Spring of 2026, 41% of these same students (first grade) will be at benchmark level. 4. In spring of 2025, 53% of first grade students were at benchmark level. In Spring of 2026, 58% of these same students (second grade) will be at benchmark level. 5. In spring of 2025, 69% of second grade students were at benchmark level. In Spring of 2026, 74% of these same students (third grade) will be at benchmark level. 6. In spring of 2025, 78% of third grade students were at benchmark level. In spring of 2026, 83% of these same students (fourth grade) will be at benchmark level. 7. In spring of 2025, 68% of fourth grade students were at benchmark level. In Spring of 2026, 73% of these same students (fifth grade) will be at benchmark level. 8. In spring of 2025, 44% of fifth grade students were at benchmark level. In Spring of 2026, 49% of these same students (sixth grade) will be at benchmark level. 9. In spring of 2025, 60% of sixth graders were at benchmark level. In spring of 2026, 65% of these same students (sixth grade) will be at benchmark level. 10. 7-12 grade students will be screened to determine who may be at risk for intervention support. 11 - PLC time will be used to educate staff about possible Tier I interventions to support all students and staff will use data to support discussions during PLC time.

Clearbrook-Gonvick School District (2311-01)'s Local Literacy Plan is posted on the district website at:

<https://www.clearbrook-gonvick.k12.mn.us/vnews/display.v/ART/5d1b9b6ce163f>

## 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 Clearbrook-Gonvick School District (2311-01) 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	LETRS Basic Spelling Screener,
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	LETRS Basic Spelling Screener, Dyslexia Screener for First Graders (DSF)
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	LETRS Basic Spelling Screener, The Dyslexia Screener (TDS)
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	LET

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

Universal screening for foundational reading skills for Clearbrook-Gonvick School District (2311-01) 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	35	20	36	11	36	13
Grade 1	38	5	39	11	40	21
Grade 2	35	14	35	20	36	25
Grade 3	36	27	36	29	36	28

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 Clearbrook-Gonvick School District (2311-01) 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.

Clearbrook-Gonvick School District (2311-01) 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:

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	36	22
Grade 1	40	19
Grade 2	14	8
Grade 3	16	2

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 Clearbrook-Gonvick School District (2311-01) 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 Clearbrook-Gonvick School District (2311-01) 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:

Students who did not "meet" or "exceed" on their MCA reading test from spring of 2025. Students in grades 3-8 and 10th grade all take the reading MCA so students in grades 12 will use their MCA reading scores from 10th grade.



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

The following table displays the number of students in Clearbrook-Gonvick School District (2311-01) 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	29	9	9	0
5th	25	12	12	0
6th	48	14	14	2
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 Clearbrook-Gonvick School District (2311-01) 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
- Mailed Letter
- Other - describe (Required)
  - currently using FastBridge Family Report with a letter

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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
- Other - describe (Required)
  - currently using FastBridge Family Report with a letter

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

- Parent teacher conferences
- School events
- Other - describe (Required)
  - Book Fairs

### Continuous Improvement for Parent Notification

Clearbrook-Gonvick School District (2311-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

During the 2025-2026 school year we plan to distribute parent fliers with additional information and will have a plan to utilize our district social media page for communicating to families about literacy. Finally, we have a goal to have a literacy booth at our parent/teacher conferences.

## 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.

Clearbrook-Gonvick School District (2311-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Universal screening, using FastBridge, is administered three times a year for students in grades K-6, allowing us to gather comprehensive data on their reading, math, and social-emotional abilities. The data serves as a foundation for determining targeted instruction tailored to each student's needs. Students who demonstrate reading skills below grade level undergo diagnostic assessments to guide instruction within the Tier II interventions. Struggling learners are provided with either individual or small group interventions at increasing levels of intensity to accelerate their rate of learning. Progress monitoring for Tier II interventions occurs weekly, ensuring that adjustments can be made based on student needs. Intervention teachers will analyze sub-test scores from CAPTI Read Basix and Fast Bridge Screeners to determine the specific course of action for individual students.

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

All students begin here with high-quality, scientifically-based instruction in the general education classroom. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with their peer group. This data is then used when determining which students need closer monitoring or intervention.

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

Tier II – Based on data from universal screening and progress monitoring, supplemental intense interventions are provided in small groups. These interventions are administered by ADSIS teachers and/or our elementary intervention teacher, in addition to the existing high-quality general education teaching in Tier I. Tier III – Supplemental intense interventions typically totaling 5 days per week for 30 minutes. This additional support is typically in addition to the instruction in Tier I and Tier II. This tier will be administered by the most highly-trained staff which may include literacy specialists, special education staff and/or general education teachers. Student identification, placement, and duration in each tier are predetermined based upon screening assessments, cut scores, and program decision protocols.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

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:

K-6 progress monitoring for Tier 2 and Tier 3 students occurs every other week or weekly using FastBridge progress monitoring assessments. Within our intervention curriculum, there is a mastery check after every third lesson to determine next steps.

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

When a student is able to read at "grade-level", students are exited from supplemental and/or intensive intervention. This will be determined through progress monitoring and at screening periods. This may be moving from one tier to another, discontinuing supplemental or target intervention, or moving to special education if they qualify.

Does Clearbrook-Gonvick School District (2311-01) 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.

Clearbrook-Gonvick School District (2311-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Clearbrook-Gonvick School District (2311-01) has participated in MDE MnMTSS professional learning:

No

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

Clearbrook-Gonvick School District (2311-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

We plan to participate in a Regional MTSS Cohort with a team from our school.

## 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 Clearbrook-Gonvick School District (2311-01), 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	· Journeys from Houghton Mifflin Harcourt-Comprehen	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Supplemental	30
Grade 1	· Journeys from Houghton Mifflin Harcourt-Comprehen	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Supplemental	30
Grade 2	· Journeys from Houghton Mifflin Harcourt-Comprehen	Comprehensive	60
Grade 3	· Journeys from Houghton Mifflin Harcourt-Comprehen	Comprehensive	60
Grade 4	· Journeys from Houghton Mifflin Harcourt-Comprehen	Comprehensive	60
Grade 5	· Journeys from Houghton Mifflin Harcourt-Comprehen	Comprehensive	60

## 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 Clearbrook-Gonvick School District (2311-01) 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	Sonday System, UFLI	N/A
Grade 1	Sonday System, UFLI	N/A
Grade 2	Sonday System, UFLI	N/A
Grade 3	Sonday System	UFLI
Grade 4	Sonday System	UFLI
Grade 5	Sonday System	UFLI
Grade 6	Sonday System	UFLI
Grade 7	N/A	N/A
Grade 8	N/A	N/A
Grade 9	N/A	N/A
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A

### Continuous Improvement for Reading Interventions

Clearbrook-Gonvick School District (2311-01) will make the following changes to reading interventions for the 2025-26 school year.

We will engage in on-going discussions with the school leadership team to determine intervention plans for students in grade 7th and 8th.



## 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.

Clearbrook-Gonvick School District (2311-01) is using the following approved professional development program:

- CORE OLLA
- LETRS
- CAREIAL

Date of expected completion for Phase 1 Professional Development: 12/18/2024

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 were proficient with their training.

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:

1. We will participate in the MnMTSS Cohort (assessment component) with NW Service Co-op. 2. During PLC Grade-Bands (Data dive) for 25-26 school year (progress monitoring data brought to PLC grade-bands for discussion/next steps). 3. We will engage in walk-throughs for Grade-bands.

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:

1. Interventionists supporting classroom teachers learn how to implement interventions . 2, PLC Grade-Bands and UFLI coaching support with our elementary teachers. Walk-throughs for Grade-bands?

The following changes in instructional practices have impacted students :

We do not have any evidence at this time.

Clearbrook-Gonvick School District (2311-01) has implemented the following professional development and support for teachers around culturally responsive practices:

The district has engaged with PLCs around the topic of Indigenous Pedagogy training with Dan and Susan Ninham from Red Lake. Additionally, teachers participate in MLK Day In-Service Session around the topic of culturally responsive literature.

Clearbrook-Gonvick School District (2311-01) engaged with the Regional Literacy Network through the

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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):

-Curriculum Review during the 2025-2026 school year for ELA. -ELA standards deep-dive with our Literacy Team and PLC groups during the 2025-2026 school year.

Continuous Improvement for Professional Development Plan

Clearbrook-Gonvick School District (2311-01) will make the following changes to the professional development plan for the 2025-26 school year:

UFLI Training/Peer Coaching

### 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	3	3	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	8	8	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	6	6	0	0
K-12 Reading Interventionists	4	3	0	1
K-12 Special Education Educators responsible for reading instruction	5	5	0	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	16	0	0	16

#### 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	2	0	0	2
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	6	0	0	6
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.

Clearbrook-Gonvick School District (2311-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$27,163.90

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.

Clearbrook-Gonvick School District (2311-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$11,502.72

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:

\$11503

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

Phase 2 training, paraeducator training, sending a staff to "Train-the-trainer" training costs.