

## Minnesota READ Act Literacy Plan for 2024-25

For

Nova Classical Academy (4098-07)

Date Submitted to the State 06/11/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Nova Classical Academy (4098-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

## Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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## 1. Read Act Goals

### District or Charter School Literacy Goals

Nova Classical Academy (4098-07)'s literacy goal(s) for the 2024-25 school year:

The numbers below display our 2024-2025 goal for students in grades KG-3 reading at or above grade level according to their FastBridge aReading scores (â•¥ 40th % nationally). The goal percentages for 2024-2025 are taken from the Spring (May) FastBridge aReading. Kindergarten: 80.2% are "at or above grade level"(â•¥ 40th % nationally) 1st Grade: 84.3 % are "at or above grade level"(â•¥ 40th % nationally) 2nd Grade: 83.1% are "at or above grade level"(â•¥ 40th % nationally) 3rd Grade: 87.6% are "at or above grade level"(â•¥ 40th % nationally)

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

During the 2024-2025 school year, LETRS training was implemented for Phase 1 educators at Nova Classical Academy. All teachers of our "goal grades", grades kindergarten through third grade, were involved in the LETRS training, Units 1 through 4. This training will bring better awareness and best practices for teaching reading in the future, but as this and next year (25-26) are "learning years", we are being intentional on how we are implementing LETRS training holistically to our existing direct instruction of reading. In regards to our multilingual learners, our data teams continue to analyze additional data from the WIDA screener and ACCESS assessments for EL students so that they are receiving targeted reading support that aligns with their EL needs. As for our learners receiving special education services, their IEP goals are aligned to making progress towards reading at grade level if reading services are part of their IEP.

The following describes how Nova Classical Academy (4098-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance is aligned with the literacy goal of every Minnesota child reading at or above grade level every year, in that our system is structured to move students into research-based supports who are showing signs of not meeting grade level goals as the fall FastBridge assessments are finished.

Nova Classical Academy (4098-07)'s literacy goal(s) for the 2025-26 school year:

The numbers below display our 2025-2026 goal for students in grades KG-3 reading at or above grade level according to their FastBridge aReading scores (â•¥ 40th % nationally). The goal percentages for 2025-2026 will be taken from the Spring (May) FastBridge aReading. Kindergarten: (65/81 students) 80.2% are "at or above grade level"(â•¥ 40th % nationally) 1st Grade: (67/81 students) 82.7 % are "at or above grade level"(â•¥ 40th % nationally) 2nd Grade: (69/81 students) 85.2% are "at or above grade level"(â•¥ 40th % nationally) 3rd Grade: (71/81 students) 87.6% are "at or above grade level"(â•¥ 40th % nationally)

## Local Literacy Plan for Nova Classical Academy (4098-07)

Nova Classical Academy (4098-07)'s Local Literacy Plan is posted on the district website at:

<https://www.novaclassical.org/download/nca-local-literacy-plan/>

## 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 Nova Classical Academy (4098-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

### Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	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

### Continuous Improvement for Screening Tools Used in Grades K-3

Nova Classical Academy (4098-07) will be utilizing the following screening tool(s) in 2025-26:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Nova Classical Academy (4098-07) will make the following changes to screening tools or criteria in grades K-3 in the 2025-26 school year:

We will be adding the gated nonsense words for grades 1-3.

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

Universal screening for foundational reading skills for Nova Classical Academy (4098-07) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	80	52	79	66	78	61
Grade 1	80	64	81	64	80	69
Grade 2	79	66	81	67	80	62
Grade 3	80	71	79	72	79	71

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 Nova Classical Academy (4098-07) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Nova Classical Academy (4098-07) 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	78	10
Grade 1	78	10
Grade 2	78	13
Grade 3	79	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

## 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 Nova Classical Academy (4098-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

### Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	FastBridge AutoReading and aReading	Illuminate Education/FastBridge	Below 40th national percentile rank on aReading and autoReading at the spring benchmark window. The CBM was also factored in as another data for intervention students only.
Grade 5	FastBridge AutoReading and aReading	Illuminate Education/FastBridge	Below 40th national percentile rank on aReading and autoReading at the spring benchmark window. The CBM was also factored in as another data for intervention students only.
	LETRS Advanced Spelling screener	Lexia	Those in the 25% of the Tier 2 Reading Intervention students
Grade 6	FastBridge AutoReading and aReading	Illuminate Education/FastBridge	Below 40th national percentile rank on aReading and autoReading at the spring benchmark window. The CBM was also factored in as another data for intervention students only.
	LETRS Advanced Spelling screener	Lexia	Those in the 25% of the Tier 2 Reading Intervention students



Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 7	FastBridge AutoReading and aReading	Illuminate Education/FastBridge	Below 40th national percentile rank on aReading and autoReading at the spring benchmark window. The CBM was also factored in as another data for intervention students only.
	LETRS Advanced Spelling screener	Lexia	Those in the 25% of the Tier 2 Reading Intervention students
Grade 8	FastBridge AutoReading and aReading	Illuminate Education/FastBridge	Below 40th national percentile rank on aReading and autoReading at the spring benchmark window. The CBM was also factored in as another data for intervention students only.
	LETRS Advanced Spelling screener	Lexia	Those in the 25% of the Tier 2 Reading Intervention students
Grade 9	FastBridge AutoReading and aReading	Illuminate Education/FastBridge	Below 40th national percentile rank on aReading and autoReading at the spring benchmark window. The CBM was also factored in as another data for intervention students only.
Grade 10	FastBridge AutoReading and aReading	Illuminate Education/FastBridge	Below 40th national percentile rank on aReading and autoReading at the spring benchmark window. The CBM was also factored in as another data for intervention students only.

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 11	FastBridge AutoReading and aReading	Illuminate Education/FastBridge	Below 40th national percentile rank on aReading and autoReading at the spring benchmark window. The CBM was also factored in as another data for intervention students only.
Grade 12	FastBridge AutoReading and aReading	Illuminate Education/FastBridge	Below 40th national percentile rank on aReading and autoReading at the spring benchmark window. The CBM was also factored in as another data for intervention students only.

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 Nova Classical Academy (4098-07) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

The district will use both FastBridge aReading and CBM/AUTOReading data to determine which students in grade 4-12 are not reading at grade level. The FastBridge criteria for "at or above grade level" are at or above 40th % nationally. Once these students are identified using this nationally-normed assessment, we also consider available MCA Reading data, cross-referencing if those below 40% nationally are also testing at "does not meet" or "partially meets" on the MCA.

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

The following table displays the number of students in Nova Classical Academy (4098-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	81	35	15	0
5th	86	CTSTR	CTSTR	0
6th	84	CTSTR	CTSTR	0
7th	84	CTSTR	CTSTR	0
8th	80	CTSTR	CTSTR	0
9th	79	CTSTR	CTSTR	8
10th	76	CTSTR	CTSTR	6
11th	78	CTSTR	CTSTR	5
12th	72	CTSTR	CTSTR	8

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 Nova Classical Academy (4098-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

### Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
Grade 9	Yes	3 times per year, after each screening window
Grade 10	Yes	3 times per year, after each screening window
Grade 11	Yes	3 times per year, after each screening window
Grade 12	Yes	3 times per year, after each screening window

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

- Digital\_messaging (email, text, or communication app)
- Parent teacher conferences

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

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

- Family engagement nights
- 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.

Nova Classical Academy (4098-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Tier I: Universal Supports (Tier I) for Nova Classical Academy reading are direct reading and grammar instruction in grades K-5, moving on to scaffolded independent reading comprehension skills while maintaining direct grammar and vocabulary instruction in 6-12. The district screens all students in reading three times a year with aReading and CBM/AUTO Reading in order to determine which students may need additional support in reading. Tier II: Based on FastBridge universal screening and progress monitoring in Tier I, additional reading supports are added to help support students who are not responding to Tier I instruction and identified by our screening data. Our Tier II reading programming is Reading Mastery instruction delivered in small groups in grades K-4, and Read 180 used in grades 5-8 in small groups. Tier III: Placement in Tier III reading programming is based on student responses and progress in the Tier I and Tier II supports and interventions. Students who need extra assistance and are not reaching grade-level standards will be placed in daily support programming. Specifically, PRESS (Title programming) is used in grades K-4 in 1:1 interventions, and Orton-Gillingham is used in grades 5-8 1:1 interventions.

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

We have both instructional and curricular processes for monitoring fidelity and differentiating Tier 1 instruction. These processes include weekly teacher meetings in grades K-12 focusing on curriculum pacing and instructional fidelity, peer coaching and administrator observations, and curriculum mapping reviewed by the instructional leadership team as the school year progresses.

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

Students marked "some risk" (15th-39th national percentile) and "high risk" (below 15th national percentile) using national norms on FastBridge assessments will be initially considered for intervention. Additional criteria we will use to make decisions for intervention placement include student grades, teacher feedback, and data-driven instructional assessments given four times a year.

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 every two weeks

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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:

Modification of the Reading intervention will occur once a student masters the current content on CBMreading assessments with 90% accuracy. Intensification will occur if the student remains below 5th national percentile on the FastBridge CBM reading progress monitoring assessments after two (2) eight week interventions with a minimum of 12 data points.

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

The criteria for exit from Tier 2 and Tier 3 targeted reading intervention is scoring 40th percentile or above for 4 consecutive weeks on the CBM progress monitoring assessments.

Does Nova Classical Academy (4098-07) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

## 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.

Nova Classical Academy (4098-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Nova Classical Academy (4098-07) has participated in MDE MnMTSS professional learning:

No

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

Nova Classical Academy (4098-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

In 2025-2026, Nova Classical Academy will be evaluating Tier II and Tier III interventions to ensure alignment with Nova Classical's MTSS framework that is based on the MnMTSS framework. Changes will include more thorough data collection, team structure updates, and implementation of interventions that match students' areas of need more directly.

## 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 Nova Classical Academy (4098-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Other	Comprehensive	55
	· McGraw Hill Horizons A with Reading Mastery blendi	.	.
Grade 1	· Other	Comprehensive	55
	· McGraw Hill Horizons B with Reading Mastery blendi	.	.
Grade 2	· Other	Comprehensive	55
	· McGraw Hill Reading Mastery Signatures 2 & Literat	.	.
Grade 3	· Other	Comprehensive	55
	· McGraw Hill Reading Mastery Signatures 3 & Literat	.	.
Grade 4	· Other	Comprehensive	55
	· Literature Class: Classic Novels	.	.
Grade 5	· Other	Comprehensive	55
	· Literature Class: Classic Novels	.	.



## 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 Nova Classical Academy (4098-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Small Tier 2 Group with Horizons A	PRESS Interventions -phonemic awareness -phonics
Grade 1	Small Tier 2 Group with Horizons A/B Fast Cycle	PRESS Interventions -phonemic awareness -phonics
Grade 2	Small Tier 2 Group with Horizons B Fast Cycle	PRESS Interventions -phonemic awareness -phonics -fluency
Grade 3	Small Tier 2 Group with Signatures 2 (3rd + Reading Mastery)	PRESS Interventions -phonemic awareness -phonics -fluency -vocabulary -comprehension
Grade 4	Small Tier 2 Group with Corrective Reading (3rd + Reading Mastery)	PRESS Interventions -phonics -fluency -vocabulary -comprehension
Grade 5	Small Tier 2 Group with Corrective Reading (3rd + Reading Mastery)	Read180 and Orton-Gillingham Interventions -fluency -vocabulary -comprehension
Grade 6	Read180	Orton-Gillingham
Grade 7	Read180	Orton-Gillingham
Grade 8	Read180	Orton-Gillingham
Grade 9	Differentiation in classroom	Individual Teacher Assistance
Grade 10	Differentiation in classroom	Individual Teacher Assistance
Grade 11	Differentiation in classroom	Individual Teacher Assistance
Grade 12	Differentiation in classroom	Individual Teacher Assistance

## 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.

Nova Classical Academy (4098-07) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 06/30/2026

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:

Teachers who do not complete the approved training at the 80% proficiency level will need to continue their professional development process until the threshold is met.

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:

Since our teachers are halfway through the LETRS training as of June 2025, we do not yet have a comprehensive fidelity plan for implementation of LETRS training.

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:

Since our teachers are halfway through the LETRS training as of June 2025, we do not yet have a plan for analysis of fidelity data of LETRS training.

The following changes in instructional practices have impacted students :

Since our teachers are halfway through the LETRS training as of June 2025, we do not yet have a system to measure the impact of LETRS instructional practice.

Nova Classical Academy (4098-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Nova Classical Academy is welcoming to all families of all cultural backgrounds. We strive to create a collaborative partnership with families to help support all students in the best way we can, so much so that we have built this partnership into our Strategic Plan for 2023-2028. The school creates opportunities to meet with families to discuss learning styles and preferences and educate our community regarding classical pedagogy and curriculum. 100% of our staff (teachers, education support staff, program support staff, and administration) attends yearly cultural competency training so that we are able to meet the needs of our ever-changing

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community. We have also added an Equity Team led by two teacher Equity Coordinators. The team's purpose is to support students' personal, social, and academic achievement through targeted guidance, coaching, outreach, consultation, and education services for students, families, and staff. This team is composed of our Academic Director, Equity Coordinators, teachers, parents, and students.

Nova Classical Academy (4098-07) 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):

We have one additional literacy focused professional development opportunity for K-5 teachers through our in-house literacy leads who conduct systematic, yearlong training in literacy and writing; lead NPTO Parent Education Nights; research, procure, and disseminate resources and best practices; and assist Principals and Academic Director with curriculum development/alignment related to area of literacy and writing.

### 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	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	2	0	0	2
K-3 Classroom Educators	13	0	11	12
Grades 4-5 (or 6) Classroom Educators (as determined by district)	6	0	5	1
K-12 Reading Interventionists	3	2	1	0
K-12 Special Education Educators responsible for reading instruction	2	1	1	0
PreK through grade 5 Curriculum Directors	3	0	3	0
PreK through grade 5 Instructional Support Staff who provide reading support	1	0	1	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	6	0	0	6
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.

Nova Classical Academy (4098-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$59,283.00

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

\$59,283.00

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

- Cost of substitute teachers to allow teachers to complete literacy professional development
- Stipends for teachers completing literacy training

### READ Act Literacy Aid

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

Nova Classical Academy (4098-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$77,367.00

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

- Cost of substitute teachers to allow teachers to complete literacy professional development
- Stipends for teachers completing literacy training

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

\$77376

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

These funds remain since the stipends payout are on our 06/30/2025 payroll. We will reserve the remaining funds for future 25-26 Phase I stipends as well as Phase 2 training stipends.