

Minnesota READ Act Literacy Plan

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

For

Nasha Shkola Charter School (4208-07)

Date Submitted to the State 06/24/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Nasha Shkola Charter School (4208-07). 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

Nasha Shkola Charter School (4208-07)'s literacy goal(s) for the 2024-25 school year:

It is the goal of Nasha Shkola Charter School to implement the developmental, accelerated, and A preventive reading program that will ensure that all students demonstrate reading proficiency at grade level through the results of both screening and diagnostic measures. To increase the overall student achievement and reduce the achievement gaps that are connected to socioeconomic status and English language proficiency. The goals of the literacy plan are as follows: 55% of all students with valid fall and spring test scores will achieve their individualized NWEA Reading growth target as measured from fall to spring. 55% of students in grades K-3 with valid fall and spring test scores will achieve grade level expectations as measured by the CBM Reading Assessment by the end of the school year.

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

1) Assessment: The school used regular assessments and observations to guide instruction and support each student's literacy development. Tools like FastBridge and NWEA MAP Growth help us identify students needing extra support, track/monitor progress, and evaluate the effectiveness of interventions throughout the year. 2) Continuous improvement: Nasha Shkola is implementing the Groves Literacy Curriculum with professional development and coaching to strengthen reading and writing instruction. In 2024-25, we implemented the 3rd-grade component and continued training staff and our literacy interventionist. Instruction focuses on phonics (K-3), vocabulary and comprehension development, standards-aligned writing, and access to diverse, engaging texts. 3) Interventions support: The school provided targeted literacy interventions based on assessment data to accelerate student growth. This includes training the school interventionist, using a flexible intervention model, and monitoring progress to ensure effectiveness. 4) Family & Community Involvement: The school partners with families to support literacy and home language development. Provides reading resources, offers Russian language instruction for English learners, involves parents in literacy activities, and connects with community resources. 5) Communication: The school keeps families informed about reading instruction, assessments, and support services, and shares student progress regularly through conferences and report cards. 6) Professional development: The school delivers high-quality training focused on research-based literacy practices through the Groves Literacy Partnership to strengthen instructional effectiveness.

The following describes how Nasha Shkola Charter School (4208-07)'s current student performance differs from the literacy goal detailed in the READ Act:

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Successes: 55.3% of all students with valid fall and spring test scores will achieve their individualized NWEA Reading growth target (55%) as measured from fall to spring. 58.5% of students in grades K-3 with valid fall and spring test scores will achieve grade level expectations as measured by the CBM Reading Assessment by the end of the school year. (The year's goal was 55%)

Nasha Shkola Charter School (4208-07)'s literacy goal(s) for the 2025-26 school year:

57% of all students with valid fall and spring test scores will achieve their individualized NWEA Reading growth target as measured from fall to spring. 57% of students in grades 1-3 with valid fall and spring test scores will achieve grade level expectation as measured by CBM Reading Assessment by the end of the school year

Nasha Shkola Charter School (4208-07)'s Local Literacy Plan is posted on the district website at:

https://nashashkolamn.org/school/academics/#curriculum_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 Nasha Shkola Charter School (4208-07) 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)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Nasha Shkola Charter School (4208-07) 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	16	10	16	12	16	11
Grade 1	22	13	21	12	21	11
Grade 2	19	8	19	10	20	12
Grade 3	20	13	20	14	20	10

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 Nasha Shkola Charter School (4208-07) 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.

Nasha Shkola Charter School (4208-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Grade level not served

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Grade level not served

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	16	0
Grade 1	20	2
Grade 2	0	CTSTR
Grade 3	0	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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Nasha Shkola Charter School (4208-07) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

Students in grades 2 and 3: Oral Reading Fluency, Words correct per minute,e and Accuracy rate will be used to determine which students receive the Nonsense Words subtest as required by MDE

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 Nasha Shkola Charter School (4208-07) 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	Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which student	FastBridge	MDE composites
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 Nasha Shkola Charter School (4208-07) 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:

For grades 4-8, the school will administer FastBridge aReading/AUTOreading. Any student scoring at some or high risk of not meeting end of year benchmarks on those assessments will be administered the CBMreading assessment through FastBridge. The school will use the assessment data and use district-determined cut scores to identify students who are not reading at grade level. Any student scoring at high risk of not meeting end of year benchmarks or who is reading with less than 95% accuracy on the CBMreading assessment will be

administered the Capti assessment. Additionally, the school will use NWEA, MCA, and classroom assessment data to determine students not reading at grade level.

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

The following table displays the number of students in Nasha Shkola Charter School (4208-07) 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	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
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 Nasha Shkola Charter School (4208-07) 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	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	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:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

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

- Family engagement nights
- Parent teacher conferences
- School events
- Other - describe (Required)
 - Individual meetings

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.

Nasha Shkola Charter School (4208-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Nasha Shkola implements a comprehensive, data-driven approach to match evidence-based instruction and interventions to each student's literacy needs. Universal screening using FastBridge is conducted three times per year in grades K–4 to identify students at risk of not meeting end-of-year benchmarks and to flag Tier 1 concerns at the classroom level. Weekly progress monitoring helps evaluate the effectiveness of interventions and guide instructional adjustments. In PLCs, reading coaches and the interventionist collaborate with teachers to review student data and recommend classroom-level and individualized interventions, ensuring consistent progress monitoring and implementation. Daily small-group Guided Reading is provided in grades 1–8 as part of Title I services. For students reading at or above grade level, Book Clubs are offered to support differentiated instruction.

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

Tier I: All students receive high-quality reading instruction in whole classroom and small groups. Classroom instruction provides equal access to grade level standards and small groups provide differentiation to meet student needs. Fidelity is monitored by observations and walk-through conducted by literacy coaches and administrators.

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

Tier II: Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs. These students receive 20 minutes of additional instruction 4-5 days per week in the area of difficulty. This instruction happens outside of the core instructional time. It is provided by trained literacy paraprofessionals. The students receiving interventions are progress-monitored every week until improvement. Tier III: Students with greater needs receive more intensive support. Instruction occurs more frequently and has a low student-to-teacher ratio. Tier 3 interventions typically take place outside the classroom with an intervention specialist (Title 1 teacher/paraprofessional). Tier 3 interventions consist of lower student ration and explicit instruction matched to the student's needs. If Tier 3 interventions are unsuccessful, team proceeds to other options (General Education Plan, Functional Behavioral Assessment, SPED Evaluation).

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:

For students in grades K-4, Tier 2 and Tier 3 interventions include targeted instruction and weekly progress monitoring to assess student growth and instructional effectiveness. Teachers are trained to analyze progress monitoring data in relation to upcoming benchmark periods and year-end goals. If a student shows insufficient growth or is not on track to meet goals, instruction is intensified, modified, or adjusted to better meet the student's needs. This structured progress monitoring process is supported through regular PLC collaboration and consultation with literacy coaches and interventionists to ensure consistent, data-driven decision-making. For students in grades 5-8 progress monitoring protocol has not been developed yet. Additional data is taken into consideration: NWEA, ACCESS, and MCS assessments, and classroom performance.

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

In grades K-4, students are exited from Tier 2 or Tier 3 interventions when they consistently demonstrate grade-level reading proficiency on FastBridge progress monitoring. This typically requires three consecutive data points at or above the benchmark with strong accuracy, confirming mastery of the skill. Exit decisions are made collaboratively by intervention staff, classroom teachers, and school leadership to ensure readiness for success in core instruction. After exiting, students are monitored monthly to ensure continued progress. For grades 5-8: Additional data is taken into consideration: NWEA, ACCESS, and MCS assessments, and classroom performance.

Does Nasha Shkola Charter School (4208-07) 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.

Nasha Shkola Charter School (4208-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Nasha Shkola Charter School (4208-07) has participated in MDE MnMTSS professional learning:

No

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 Nasha Shkola Charter School (4208-07), 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	· Groves Literacy	Foundational	60
	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	60
Grade 1	· Groves Literacy	Foundational	60
	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	60
Grade 2	· Groves Literacy	Foundational	60
	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	60
Grade 3	· Groves Literacy	Foundational	60
	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	60
Grade 4	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	120
Grade 5	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	120

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 Nasha Shkola Charter School (4208-07) 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	Groves Intervention/One-minute phonological awareness activities (Kilpatrick)	One-minute phonological awareness activities (Kilpatrick)
Grade 1	Groves Intervention/One-minute phonological awareness activities (Kilpatrick); The Fountas & Pinnell Leveled Literacy Intervention; IXL	One-minute phonological awareness activities (Kilpatrick)
Grade 2	Groves Intervention/One-minute phonological awareness activities (Kilpatrick); The Fountas & Pinnell Leveled Literacy Intervention; IXL	One-minute phonological awareness activities (Kilpatrick)
Grade 3	Groves Intervention/One-minute phonological awareness activities (Kilpatrick); The Fountas & Pinnell Leveled Literacy Intervention; IXL	One-minute phonological awareness activities (Kilpatrick)
Grade 4	Groves Intervention/One-minute phonological awareness activities (Kilpatrick); The Fountas & Pinnell Leveled Literacy Intervention; IXL	One-minute phonological awareness activities (Kilpatrick)
Grade 5	The Fountas & Pinnell Leveled Literacy Intervention, IXL, vocabulary and morphological awareness activities, fluency building activities	Sonday System, Word parts and decoding strategies, fluency building activities
Grade 6	The Fountas & Pinnell Leveled Literacy Intervention, IXL, vocabulary and morphological awareness activities, fluency building activities	Sonday System, Word parts and decoding strategies, fluency building activities

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 7	The Fountas & Pinnell Leveled Literacy Intervention, IXL, vocabulary and morphological awareness activities, fluency building activities	Sondag System, Word parts and decoding strategies, fluency building activities
Grade 8	The Fountas & Pinnell Leveled Literacy Intervention, IXL, vocabulary and morphological awareness activities, fluency building activities	Sondag System, Word parts and decoding strategies, fluency building activities
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.

Nasha Shkola Charter School (4208-07) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 05/27/2026

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 not meeting the 80% proficiency benchmark in LETRS receive targeted support through individual coaching from instructional coordinators or the district literacy lead. They are also provided with regular email reminders, progress check-ins, and opportunities.

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:

Teaching staff will be supported through ongoing professional learning, instructional coaching, and collaboration within Professional Learning Communities (PLCs), guided by both PLC and Literacy Coaches. Staff development will be monitored using Groves Literacy surveys and assessments, classroom observations, and student achievement data in reading to drive continuous improvement. Fidelity of implementation will be tracked through these multiple data sources, informing coaching conversations and guiding targeted support. These efforts ensure that all teachers are equipped to deliver high-quality, explicit, and systematic instruction across all foundational areas of literacy.

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:

To ensure fidelity of implementation, the school uses multiple data sources. Student achievement data from screeners and progress monitoring is regularly reviewed to evaluate instruction in the five core reading areas. Reading coaches and school leaders conduct classroom observations and offer feedback to support effective practices. These efforts help maintain focused, aligned, and responsive instruction.

The following changes in instructional practices have impacted students :

Instructional shifts, including the adoption of structured literacy and targeted professional development through Groves Literacy, are showing positive results. FastBridge data indicates that 37% of students who

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started below grade level made significant gains, highlighting the effectiveness of our evidence-based interventions. 58.5% of all K-3 gr students at the Benchmark level Kindergarten: 88% of students with typical or aggressive growth 1st: 67% of students with typical or aggressive growth (last year 88%) 1st gr: 52% students at Benchmark level 2nd gr: 63% students at Benchmark level

Nasha Shkola Charter School (4208-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Nasha Shkola has implemented targeted professional development and support for teachers focused on culturally responsive practices. We are committed to educating every student for success, and our professional development efforts align with our strategic priorities—specifically, improving student achievement and creating a safe, welcoming learning environment. We believe that recognizing and valuing the diverse backgrounds of our students is essential to building an inclusive school culture where all students can thrive academically and socially. Our school literacy plan is crafted to ensure that instruction is relevant, engaging, and accessible, incorporating students' unique experiences and strengths. Key components of our approach include: Curriculum Review and Selection to ensure inclusivity and relevance; Professional Development on literacy strategies effective for diverse learners; and Literacy Coaching and Collaborative Planning to support strong instructional practices.

Nasha Shkola Charter School (4208-07) engaged with the Regional Literacy Network through the following:

- Other, explain: (Required)
- 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):

Elementary teachers, reading coaches, interventionists, and school administration will participate in LETRS professional development. In addition, they will complete the 3rd stage implementation for Groves Literacy curriculum, which will include training, literacy data coaching, and a book study.

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	0	1
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	4	3	1	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	2	1	0	1
K-12 Reading Interventionists	1	0	1	0
K-12 Special Education Educators responsible for reading instruction	1	0	0	1
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 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	1	0	1
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	1	0	1	0
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	1	0	1	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Nasha Shkola Charter School (4208-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$9,236.43

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

\$6,300.00

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

- Approved literacy screeners (this can include materials, training and coaching)

READ Act Literacy Aid

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

Nasha Shkola Charter School (4208-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$4,233.64

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:

\$4234

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

For remaining funding, the school plans to continue employing reading intervention specialists and conducting training that meets MDE requirements.