

Minnesota READ Act Literacy Plan for 2024-25

For

Great Oaks Academy Charter School (4268-07)

Date Submitted to the State 06/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Great Oaks Academy Charter School (4268-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12](https://www.revisor.mn.gov/statutes/cite/120B.12) (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

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

Table of Contents

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

1. Read Act Goals

District or Charter School Literacy Goals

Great Oaks Academy Charter School (4268-07)'s literacy goal(s) for the 2024-25 school year:

Read Act Goals District or Charter School Information District or Charter School Name and Number: Great Oaks Academy Charter School; 4286-07 Date of Last Revision: 06/06/25 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 Minn. Stat. 120B.12 (2023). District or Charter School Literacy Goal Pursuant to Minnesota State Statute 120B.12, Great Oaks Academy Charter School is committed to having all students reading at or above grade level, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. Great Oaks students receive high-quality, data-driven Tiered literacy instruction. Students are closely monitored to ensure they are making progress. Great Oaks follows a multi-tiered system of support to identify students who need additional literacy instructional support. Great Oaks Literacy Goals for 2024-25: 1. All students who are not meeting grade level expectations will be provided support to close the gap of achievement and reach grade level. 2. All students who are exceeding grade level will be provided instruction to challenge them and increase their learning. 3. All stakeholders in the district will be informed of the district's efforts to ensure all of our students are receiving appropriate literacy support.

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

During the 2024-25 school year, Great Oaks Academy accomplished the following READ Act driven objectives: At the close of the 2024-25 school year, all K-5 instructional staff and special education teachers completed the first volume of LETRS training in units 1-4. The K-5 Academic Director completed the first volume of LETRS for Administrators. Volume 2 will be completed in the 2025-26 school year. Newly hired reading teachers will complete the first volume of LETRS training during the 2025-26 school year.

The following describes how Great Oaks Academy Charter School (4268-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Using data-driven decision making (DIBELS mClass), in collaboration with teachers, interventionists, and special education teachers, Great Oaks Academy provided robust interventions. Students received Tier 1 reading instruction with our core curriculum and as-needed support where the student is ready to learn foundational reading skills, vocabulary, and comprehension strategies. Team decision-making is informed by the benchmark assessments administered with the DIBELS mClass assessments. Highly effective interventions included small group instruction in the classroom and pull-out small groups, as needed. A structured-literacy approach is in place at Great Oaks with the addition of foundational reading resources such as the Heggerty Phonemic

Local Literacy Plan for Great Oaks Academy Charter School (4268-07)

Awareness System. Heggerty provides explicit, systematic instruction covering all 8 phonological awareness skills plus 3 early literacy skills. Students received progress monitoring and adjusted instruction as needed and identified through analysis of the data provided in the DIBELS mClass system. Resources from the Florida Center for Reading Research and additional intervention resources assigned through the DIBELS mClass system are employed for progress monitored interventions.

Great Oaks Academy Charter School (4268-07)'s literacy goal(s) for the 2025-26 school year:

1. All students who are not meeting grade level expectations will be provided support to close the gap of achievement and reach grade level. 2. All students who are exceeding grade level will be provided instruction to challenge them and increase their learning. 3. All stakeholders in the district will be informed of the district's efforts to ensure all of our students are receiving appropriate literacy support.

Great Oaks Academy Charter School (4268-07)'s Local Literacy Plan is posted on the district website at:

<https://greatoaksacademymn.com/school-policies/>

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 Great Oaks Academy Charter School (4268-07) 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	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	Heggerty
Grade 1	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	Heggerty
Grade 2	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	Heggerty
Grade 3	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	Heg

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Great Oaks Academy Charter School (4268-07) 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	74	39	74	32	74	49
Grade 1	81	71	81	56	81	67
Grade 2	79	58	79	56	79	56
Grade 3	80	57	80	55	80	53

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 Great Oaks Academy Charter School (4268-07) 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.

Great Oaks Academy Charter School (4268-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

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

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
Grade 1	0	CTSTR
Grade 2	1	CTSTR
Grade 3	2	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 Great Oaks Academy Charter School (4268-07) 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			
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 Great Oaks Academy Charter School (4268-07) 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 following method will be used by Great Oaks Academy Charter School (4268-07) to determine which students in grades 4-12 are not reading at grade level: The vendor designated benchmarks of Capti ReadBasix for students in grades 4-12 who are not reading at grade level includes assessment scores. The data will be reviewed after testing and this will determine who is below 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 Great Oaks Academy Charter School (4268-07) 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 Great Oaks Academy Charter School (4268-07) 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	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
- 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

Local Literacy Plan for Great Oaks Academy Charter School (4268-07)

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

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

Great Oaks Academy Charter School (4268-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

Great Oaks Academy will provide information via email and conferencing about the new screening tools implemented by the school in K-8th grade. Parents will receive up-to-date information about assessment result for their student(s) during parent-teacher conferences at least twice per year.

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.

Great Oaks Academy Charter School (4268-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Using data-driven decision making (DIBELS mClass), in collaboration with teachers, interventionists, and special education teachers, Great Oaks Academy provided robust interventions. Students received Tier 1 reading instruction with our core curriculum and as-needed support where the student is ready to learn foundational reading skills, vocabulary, and comprehension strategies. Team decision-making is informed by the benchmark assessments administered with the DIBELS mClass assessments. Highly effective interventions included small group instruction in the classroom and pull-out small groups, as needed. A structured-literacy approach is in place at Great Oaks with the addition of foundational reading resources such as the Heggerty Phonemic Awareness System. Heggerty provides explicit, systematic instruction covering all 8 phonological awareness skills plus 3 early literacy skills.

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

We follow the MTSS process. Teachers do the initial observations and then bring any students they have concerns about to the MTSS team. They work with them to do in class instruction and interventions. After 6 weeks, if the student is not showing significant progress, they are moved to Tier 2 and then, if after 6 weeks of that, the student would move to Tier 3. The processes for monitoring fidelity and differentiating Tier 1 instruction include: DIBELS scores and tracking is used.

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

Students received progress monitoring and adjusted instruction as needed and identified through analysis of the data provided in the DIBELS mClass system. Resources from the Florida Center for Reading Research and additional intervention resources assigned through the DIBELS mClass system are employed for progress monitored interventions.

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

Local Literacy Plan for Great Oaks Academy Charter School (4268-07)

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:

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. Great Oaks Academy Charter School (4268-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs. We follow the MTSS process. Teachers do the initial observations and then bring any students they have concerns about to the MTSS team. They work with them to do in class instruction and interventions. After 6 weeks, if the student is not showing significant progress, they are moved to Tier 2 and then if after 6 weeks of that, Tier 3. The processes for monitoring fidelity and differentiating Tier 1 instruction include: DIBELS scores and tracking is used.

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

After progress shows that a student has reached grade level or is close to grade level, a parent letter for dismissal is sent and student exits interventions. Teachers still monitor and track to make sure the student is advancing and performing at grade level or higher. Does Great Oaks Academy Charter School (4268-07) use personal learning plans for literacy: Yes The following students are provided a personal learning plan for literacy: • Students receiving supplemental (Tier 2) support • Students receiving intensive (Tier 3) support. The following components are included in the personal learning plans, if used: Timelines and tailored lessons with scientifically based instruction.

Does Great Oaks Academy Charter School (4268-07) use personal learning plans for literacy:

Yes

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

- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

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

The personal learning plan includes goals, progress monitoring assessment data, specific goals and activities that align with student need and learning style, a systematic and consistent schedule for skill practice and monitoring progress, a component that includes assessment and self-evaluation.

Continuous Improvement for Data-Based Decision Making for Action

Great Oaks Academy Charter School (4268-07) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

Great Oaks Academy Charter school will continue a practice of growth and improvement in assessing and interpreting student reading performance and data-based decision making. A particular focus for the 2025-26 year will be to identify a broader pool of students who require support to improve reading skills to achieve at grade level.

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.

Great Oaks Academy Charter School (4268-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Great Oaks Academy Charter School (4268-07) has participated in MDE MnMTSS professional learning:

Yes

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Great Oaks Academy Charter School (4268-07), 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	· Reading Mastery	Comprehensive	90
	· Heggerty	Foundational	15
Grade 1	· Reading Mastery	Comprehensive	90
	· Heggerty	Foundational	15
Grade 2	· Heggerty	Foundational	15
Grade 3	· Reading Mastery	Comprehensive	90
Grade 4	· Heggerty	Foundational	15
Grade 5	· Reading Mastery	Comprehensive	60

Continuous Improvement for Core Reading Instruction and Curricula

Great Oaks Academy Charter School (4268-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

The school is reviewing the addition of Bridge2Read, the CAREI recommended highly-aligned resource. Great Oaks Academy is also reviewing a supplemental curriculum for foundational reading skills in Kindergarten and 1st grade. This is a newly developed curriculum from the developers of our core curriculum, Reading Mastery. Transformations was written to better address the science of reading instructional practices.

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 Great Oaks Academy Charter School (4268-07) 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	DIBELS mClass Progress Monitoring resources; Heggerty	DIBELS mClass Progress Monitoring resources: Sonday
Grade 1	DIBELS mClass Progress Monitoring resources; Heggerty	DIBELS mClass Progress Monitoring resources: Sonday
Grade 2	DIBELS mClass Progress Monitoring resources; Heggerty	DIBELS mClass Progress Monitoring resources: Sonday
Grade 3	DIBELS mClass Progress Monitoring resources; Heggerty	DIBELS mClass Progress Monitoring resources: Sonday
Grade 4	DIBELS mClass Progress Monitoring resources; Heggerty	DIBELS mClass Progress Monitoring resources: Sonday
Grade 5	DIBELS mClass Progress Monitoring resources; Heggerty	DIBELS mClass Progress Monitoring resources: Sonday
Grade 6	Read Naturally	Read Naturally
Grade 7	Read Naturally	Read Naturally
Grade 8	Read Naturally	Read Naturally
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.

Great Oaks Academy Charter School (4268-07) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 05/09/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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

Teachers who do not complete the training at the recommended proficiency level will receive additional, on-site, training and support to improve results and ensure appropriate outcomes for student growth.

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:

The school reviews with all reading teachers the benchmark results and progress monitoring results for all students. Teachers are provided with ongoing training and support to ensure fidelity in instructional practices. 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:

In addition to initiatives to provide training in structured literacy, Great Oaks provides Professional Development in our curriculum, Reading Mastery, with reading instruction for all teachers. Reading Mastery professional development will place an emphasis on students achieving at or above grade-level in reading. Teachers implement professional reading instruction and best practices in literacy learning. Great Oaks has extensive training in Reading Mastery in the fall and throughout the year. Reading Mastery experts work directly with teachers and students to facilitate reading instruction and provide services for students who need additional reading support and/or interventions in literacy skills and concepts.

The following changes in instructional practices have impacted students :

A school-wide resource has been developed to allow ongoing conversations about student literacy learning. Staff will have planned opportunities for discussions regarding evidence-based instructional practices with vertical and horizontal alignment. Teaching and learning objectives are based on standards and benchmarks for academic content areas and are well articulated from one grade to another. Realignment of our K-5 scope and

Local Literacy Plan for Great Oaks Academy Charter School (4268-07)

sequence will begin within grade levels and content areas. Staff will work in teams to establish goals and monitor progress. Instructional staff will receive ongoing professional development, coaching and mentoring, and have opportunities to discuss and review professional learning and the implementation of evidence-based best practices in the classroom.

Great Oaks Academy Charter School (4268-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Great Oaks is dedicated to continuous improvement in our implementation of evidenced-based literacy instruction. Great Oaks Academy provides the following for all students in reading and literacy: 1. Curriculum aligned to state standards Supplemented or adjusted as needed to address gaps in standards. 2. Tier 1, evidence-based direct instruction in reading and literacy 3. Multiple data sources are used to differentiate instruction for students. 4. Small group leveling for reading lessons 5. Consistent assessment of student progress on a weekly basis 6. Professional development for all staff in literacy 7. Reading Mastery training for all staff throughout the year

Great Oaks Academy Charter School (4268-07) 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):

Instructional staff receive ongoing professional development, coaching and mentoring, and have opportunities to discuss and review professional learning and the implementation of evidence-based best practices in the classroom.

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)	1	1	0	0
K-3 Classroom Educators	12	8	0	4
Grades 4-5 (or 6) Classroom Educators (as determined by district)	4	3	1	3
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators responsible for reading instruction	2	1	1	0
PreK through grade 5 Curriculum Directors	1	1	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

Local Literacy Plan for Great Oaks Academy Charter School (4268-07)

Grades 4-12 Classroom Educators responsible for reading instruction	12	1	0	11
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	0	1
Grades 6-12 Curriculum Directors	1	0	0	1
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.

Great Oaks Academy Charter School (4268-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$17,258.08

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

\$17,258.08

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- 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.

Great Oaks Academy Charter School (4268-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$17.26

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Approved literacy screeners (this can include materials, training and coaching)
- Reading intervention (curriculum, materials, training)

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

\$0

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

No funds were unused in the 2024-25 school year.