

Minnesota READ Act Literacy Plan for 2024-25

For

Star of the North Academy Charter School (4224-07)

Date Submitted to the State 06/15/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Star of the North Academy Charter School (4224-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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

Star of the North Academy Charter School (4224-07)'s literacy goal(s) for the 2024-25 school year:
Ensure all students demonstrate proficiency in reading, as measured by statewide assessments (MCA) and FastBridge benchmark assessments, achieving at or above grade level by the end of the 2024-25 school year. Utilize FastBridge data to set and monitor individual literacy goals three times per year (Fall, Winter, Spring). Deliver tiered, data-driven reading interventions daily via MobyMax (ELA on Monday/Tuesday/Thursday; Math on Wednesday/Friday) with weekly fidelity checks by the instructional coach.

The following was implemented or changed to make progress towards the goal(s):
Launched comprehensive MTSS intervention model, including daily MobyMax sessions and weekly data reviews in PLCs. Expanded teacher support through structured mentoring—instructional coaches conducted bi-weekly walkthroughs and coaching cycles focused on evidence-based literacy practices. Increased family engagement via three annual mailed progress letters and two family learning nights, providing strategies and resources for at-home literacy practice. Integrated paraprofessionals into data teams to co-plan and co-teach targeted interventions during the literacy block. Rolled out a monthly professional development calendar covering CAREIALL, FastBridge data analysis, and intervention strategy workshops.

The following describes how Star of the North Academy Charter School (4224-07)'s current student performance differs from the literacy goal detailed in the READ Act:
Baseline FastBridge (Fall 2024) data shows 41% of K–3 students below grade-level benchmarks. (Exact figures to be inserted) Local Literacy Plan Team | Winter NWEA reading screenings indicate 40% of grades 4–8 are not yet meeting proficiency targets. 2023 MCA reading proficiency was 28.2% Meet/Exceed, below the district target of 70%. (Awaiting updated 2024 results)

Star of the North Academy Charter School (4224-07)'s literacy goal(s) for the 2025-26 school year:
Increase K–3 proficiency: Raise the percentage of K–3 students at or above FastBridge reading benchmarks from baseline to at least 70% in Fall, Winter, and Spring administrations, using data to reteach or intensify interventions weekly. Expand universal screening cadence: Administer FastBridge (K–8) and NWEA MAP (3–8) three times per year (Fall, Winter, Spring), with entry/exit data reviews by the MTSS team at each cycle. Achieve 100% MTSS/CAREIALL completion: Ensure every Tier 1 classroom teacher, instructional coach, and paraprofessional completes MnMTSS self-evaluation (SEMI-DLT) and LETRS training by September 2025, with quarterly fidelity checks thereafter. Embed paraprofessional integration: Fully integrate paraprofessionals into monthly PLC data teams—100% attendance and co-planning for targeted Tier 2/3 interventions during the literacy block

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Star of the North Academy Charter School (4224-07)'s Local Literacy Plan is posted on the district website at:
<https://snacharterschool.org/sna-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 Star of the North Academy Charter School (4224-07) 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

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Star of the North Academy Charter School (4224-07) 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	39	8	38	13	37	10
Grade 1	35	24	33	25	32	23
Grade 2	18	9	39	27	41	24
Grade 3	43	28	38	22	40	24

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 Star of the North Academy Charter School (4224-07) 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.

Star of the North Academy Charter School (4224-07) 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	39	12
Grade 1	35	4
Grade 2	39	5
Grade 3	43	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

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 Star of the North Academy Charter School (4224-07) 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	Fastbridge	Vendor Approved Benchmarks
Grade 5	Fastbridge	Fastbridge	Vendor Approved Benchmarks
Grade 6	Fastbridge	Fastbridge	Vendor Approved Benchmarks
Grade 7	Fastbridge	Fastbridge	Vendor Approved Benchmarks
Grade 8	Fastbridge	Fastbridge	Vendor Approved Benchmarks
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 Star of the North Academy Charter School (4224-07) 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:

SNA will administer the Capti ReadBasix to any student below the vendor approved benchmark on NWEA testing and/or any student who scores a partially/does not meet 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 Star of the North Academy Charter School (4224-07) 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	37	0	0	0
5th	43	0	0	0
6th	37	0	0	0
7th	34	0	0	0
8th	31	0	0	0
9th				
10th				
11th				
12th				

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Star of the North Academy Charter School (4224-07) 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
- 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:

- Parent teacher conferences
- School events

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.

Star of the North Academy Charter School (4224-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Star of the North's MTSS team relies on multiple data sources—statewide MCA scores, tri-annual NWEA MAP results, FastBridge screeners, classroom observations, and student work samples—to identify academic strengths and gaps. Three times per year (Fall, Winter, Spring), the team analyzes FastBridge and NWEA data to assign students to Tier 2 or Tier 3 interventions based on percentile cut-points; weekly, the instructional coach reviews MobyMax implementation logs to confirm that interventions align with each student's needs .

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

Instructional coaches conduct monthly formal classroom walkthroughs using a standardized fidelity rubric (20–30 min per teacher), providing same-day feedback and targeted coaching cycles. Informal "pop-in" observations (5–10 min) occur bi-weekly to ensure adherence to CAREIALL practices and MTSS protocols. Student engagement and curriculum alignment are tracked via lesson-plan reviews and MobyMax implementation logs.

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

Elementary: Tier 2: NWEA MAP or FastBridge percentile in the 21st–40th range (Some Risk) Tier 3: NWEA MAP or FastBridge percentile at or below the 20th percentile (High Risk) Secondary(6-12): Tier 2: NWEA MAP reading or CAPTI scores 20–40% below benchmarks; teacher referral. Tier 3: NWEA MAP < 20th percentile or CAPTI "High Risk"; or no progress after Tier 2 intervention.

Progress monitoring data collection for students in Tier 2 occurs: More than once a week

Progress monitoring data collection for students in Tier 3 occurs: More than once a week

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:

Tier 2 Protocol: Weekly FastBridge subtest checks and MobyMax activity reviews; tri-monthly NWEA benchmark comparisons inform small-group adjustments. Tier 3 Protocol: Twice-weekly FastBridge deep-dives, weekly one-on-one coaching sessions, and monthly NWEA growth analyses to determine need for increased intensity (e.g., one-on-one phonics modules) .

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

Tier 2 Exit: Two consecutive weekly progress monitoring checks that show ability levels equivalent to 40th percentile benchmarks or higher & a proficiency score range at the 40th percentile or higher in the (Fastbridge/NWEA) progress monitoring assessment. Tier 3 Exit: Four consecutive weeks of progress

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monitoring checks that show ability levels equivalent to 40th percentile benchmarks or higher & a proficiency score range at the 40th percentile or higher in the (Fastbridge/NWEA) progress monitoring assessment

Does Star of the North Academy Charter School (4224-07) 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.

Star of the North Academy Charter School (4224-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Star of the North Academy Charter School (4224-07) has participated in MDE MnMTSS professional learning:

No

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

Star of the North Academy Charter School (4224-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Signed up the paraprofessional for the para training through Bright Works Sign up for MnMTSS MDE MnMTSS professional learning course Invest in the READ Act Highly Aligned curriculum

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 Star of the North Academy Charter School (4224-07), 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	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	105
Grade 1	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	105
Grade 2	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	105
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	105
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	105
Grade 5	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	105

Continuous Improvement for Core Reading Instruction and Curricula

Star of the North Academy Charter School (4224-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

SNA will continue to use (Wonders K-5, McGraw Hill LLC (2023) for grades K-5. EL Education K-5 Language Arts, Open Up Resources® (2017) will be supplemented for grades K-5 beginning in the 2025-2026 school year.

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 Star of the North Academy Charter School (4224-07) 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	Phonemic-awareness activities (segmenting, blending) via MobyMax foundational modules	Intensive one-on-one phoneme segmentation and letter-sound identification drills
Grade 1	MobyMax fluency and phonics modules focused on quick-sounds and building automaticity	Small-group phonemic-awareness routines and targeted decoding exercises
Grade 2	CBM-Reading fluency probes, flexible group guided reading, and MobyMax comprehension practice	One-on-one CBM deep dives, intensive phonics routines, and phonemic segmentation
Grade 3	CBM-Reading fluency probes, flexible group guided reading, and MobyMax comprehension practice	One-on-one CBM deep dives, intensive phonics routines, and phonemic segmentation
Grade 4	Key-vocabulary routines in context, read-aloud modeling, and MobyMax vocabulary/comprehension modules	Small-group structured-literacy lessons (mini-lessons on morphology) and phonemic-awareness drills
Grade 5	Key-vocabulary routines in context, read-aloud modeling, and MobyMax vocabulary/comprehension modules	Small-group structured-literacy lessons (mini-lessons on morphology) and phonemic-awareness drills
Grade 6	Text-preview mini-lessons (vocabulary, comprehension strategies) and targeted MobyMax assignments	Intensive small-group instruction on phonics/fluency routines with progress monitoring via CBM and FastBridge subtests
Grade 7	Teach a mini-lesson to preview the text, vocabulary, and comprehension strategies. Flexible grouping Vocabulary Instructional Routine: New Vocabulary	Phonemic awareness Teach a mini-lesson to preview the text, vocabulary, and comprehension strategies.

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 8	Teach a mini-lesson to preview the text, vocabulary, and comprehension strategies. Flexible grouping Vocabulary Instructional Routine: New Vocabulary	Phonemic awareness Teach a mini-lesson to preview the text, vocabulary, and comprehension strategies.
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Star of the North Academy Charter School (4224-07) will make the following changes to reading interventions for the 2025-26

K-8 will have bi-weekly assessments conducted for progress monitoring purposes (ROAR, CAPTI, NWEA). ELA teachers will be ask

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.

Star of the North Academy Charter School (4224-07) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 05/30/2025

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:

SNA will have teachers who do not meet the 80% proficiency level work with the instructional coach in additional sessions throughout the school year. The meetings will include going over resources from Careiall, instructional strategies, and specific observation requirements for teachers to begin implementing these strategies.

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:

Fastbridge data collected three times per year shows the impact of elementary teachers on K-5 students. Collecting daily data through curricular tests, projects, observations, etc, to analyze the evidence-based instruction. PLC leads will discuss the academic data weekly as a team to see if students are learning. NWEA growth data shows the efficacy of implementation

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:

Weekly lesson plans are checked for usage of curricular resources. Monthly observations (informal and formal) are conducted to ensure implementation of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Bimonthly data meetings to go over various instructional strategies and reflective practices.

The following changes in instructional practices have impacted students :

Students have been provided additional targeted supports by the classroom teachers as a result of the training they have received. Sentence starters, differentiated readings, and Frayer Models have been utilized throughout the school year to help support students in the class room. Based on the assessment data

Star of the North Academy Charter School (4224-07) has implemented the following professional

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development and support for teachers around culturally responsive practices:

Star of The North Academy has provided bi-weekly professional development on READ ACT Requirements, CAREIALL Strategy Implementation, and MTSS Strategies throughout the school year. During every professional development, teachers are asked to think of ways in which they can best align each activity to support every student in their classroom. Teachers have also been provided strategies for social emotional learning and reflection to help students internalize their learning throughout the school year. During monthly teacher observations, the Instructional Coach looks for evidence of culturally responsive practice as a part of the evaluation process. The Instructional Coach meets with each teacher after their observation to discuss ways in which teachers can make their lessons more culturally responsive using the training from Careiall and the Professional Development sessions throughout the year.

Star of the North Academy Charter School (4224-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

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 provided the WIDA ELD PD series (6 different dates this year). We provided 3 Literacy Plan PDs to our staff.

We provided staff training on standards.

Continuous Improvement for Professional Development Plan

Star of the North Academy Charter School (4224-07) will make the following changes to the professional development plan for the 2025-26 school year:

Additional vendor PDs, MTSS training, and Intervention trainings in addition to what we did this year EL

Education K-5 Language Arts, Open Up Resources® (2017) K-8 ELA standards alignment Literacy Block 600-800 minutes per week K-5

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

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	10	0	10	10
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	2	0	0	2
Grades 6-12 Curriculum Directors	1	1	0	1
Employees who select literacy instructional materials for Grades 6-12	2	2	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Star of the North Academy Charter School (4224-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$8,996.17

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

\$8,996.17

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

- Contracting or employing a District Literacy Lead

READ Act Literacy Aid

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

Star of the North Academy Charter School (4224-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$7,189.20

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

- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)

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 remain