

Minnesota READ Act Literacy Plan for 2024-25

For

STEAM Academy Charter School (4270-07)

Date Submitted to the State 06/14/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by STEAM Academy Charter School (4270-07). 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

STEAM Academy Charter School (4270-07)'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 STEAM Academy Charter School (4270-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Baseline FastBridge (Fall 2024) data shows 60% of K-5 students below grade-level benchmarks. (Exact figures to be inserted) Winter NWEA reading screenings indicate 86% of grade 6 are not yet meeting proficiency targets. 2023 MCA reading proficiency was 26.10% Meet/Exceed, below the district target of 70%. (Awaiting updated 2024 results)

STEAM Academy Charter School (4270-07)'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 completion: Ensure every Tier 1 classroom teacher, instructional coach, and paraprofessional completes MnMTSS self-evaluation (SEMI-DLT) 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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STEAM Academy Charter School (4270-07)'s Local Literacy Plan is posted on the district website at:

<https://www.steamacademymn.org/board/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 STEAM Academy Charter School (4270-07) 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 STEAM Academy Charter School (4270-07) 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	13	15	8	15	9
Grade 1	11	9	13	10	14	7
Grade 2	7	CTSTR	7	CTSTR	7	CTSTR
Grade 3	8	CTSTR	9	CTSTR	11	9

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 STEAM Academy Charter School (4270-07) 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.

STEAM Academy Charter School (4270-07) 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	15	4
Grade 1	14	1
Grade 2	7	CTSTR
Grade 3	9	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 STEAM Academy Charter School (4270-07) 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 STEAM Academy Charter School (4270-07) 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:

STEAM Academy will use NWEA benchmarks to determine which students are below grade level, in addition to screening any students who score a partially meets/does not meet on the reading MCA exam.

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

The following table displays the number of students in STEAM Academy Charter School (4270-07) 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	7	CTSTR	CTSTR	CTSTR
5th	12	0	0	0
6th	11	0	0	0
7th				
8th				
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 STEAM Academy Charter School (4270-07) 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	No	
Grade 8	No	
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.

STEAM Academy Charter School (4270-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

STEAM Academy's MTSS team convenes weekly PLC meetings to review universal screening data (FastBridge, NWEA MAP, MCA) alongside classroom benchmarks and MobyMax usage reports. Tier 1 instructional matches are determined by Core Reading block observations, FastBridge percentile bands, and teacher-collected CBM fluency probes; these inform differentiated whole-class supports. Tier 2 and Tier 3 supports are selected based on FastBridge risk levels (Tier 2: 20th-39th percentile; Tier 3: < 20th percentile), NWEA sub-score deficits, and teacher referrals; intervention frequency, duration, and grouping are tailored accordingly.

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

Instructional coaches conduct monthly formal classroom walkthroughs using a standardized fidelity rubric (20^{min}-30 min per teacher), providing same-day feedback and targeted coaching cycles. Informal "pop-in" observations (5^{min}-10 min) occur bi-weekly to ensure adherence to CAREIAL 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: FastBridge percentile 20th-39th in EarlyReading or CBM-Reading; NWEA MAP reading score 30%+ below proficiency; or teacher recommendation. Tier 3: FastBridge percentile < 20; NWEA MAP reading score 50%+ below proficiency; or persistent difficulty after Tier 2. Secondary(6-12): Tier 2: NWEA MAP reading or CAPTI scores 20th-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

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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:

Tier 2: CBM probes and FastBridge mini-checks weekly Tier 3: CBM probes twice weekly, FastBridge subtest reviews weekly, and NWEA progress measures tri-monthly

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

Tier 2 Protocol: Weekly CBM-Reading fluency and comprehension probes, monthly FastBridge benchmark checks, and bi-weekly PLC data reviews to adjust group size or strategy (e.g., add digital fluency drills in MobyMax). Tier 3 Protocol: Twice-weekly CBM probes, weekly FastBridge subtest deep-dives, monthly one-on-one literacy coach sessions, and quarterly NWEA growth analysis to determine need for further intensification (e.g., individualized phonics modules).

Does STEAM Academy Charter School (4270-07) 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

Continuous Improvement for Data-Based Decision Making for Action

STEAM Academy Charter School (4270-07) 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:

Interventionists will progress-monitor Tier 2 and Tier 3 interventions weekly; monitor exit criteria and analyze students' needs. More defined criteria for Tier 2 and Tier 3 interventions Identify intensifications and modifications triannually with classroom teachers to ensure everyone is on the same page.

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.

STEAM Academy Charter School (4270-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

STEAM Academy Charter School (4270-07) has participated in MDE MnMTSS professional learning:

No

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

STEAM Academy Charter School (4270-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Signed up the paraprofessionals for the para training through Bright Works Sign up for Leadership MnMTSS training 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 STEAM Academy Charter School (4270-07), 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	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 1	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 2	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 3	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 4	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 5	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90

Continuous Improvement for Core Reading Instruction and Curricula

STEAM Academy Charter School (4270-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

STEAM Academy will continue to use HMH Into Reading K-5, Houghton Mifflin Harcourt (2022) for their base curriculum. In 2025-2026, STEAM Academy plans to supplement the HMH Into Reading K-5, Houghton Mifflin Harcourt (2022) with EL Education K-5 Language Arts, Open Up Resources® (2017).

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 STEAM Academy Charter School (4270-07) 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	na	na

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 8	na	na
Grade 9	na	na
Grade 10	na	na
Grade 11	na	na
Grade 12	na	na

[Continuous Improvement for Reading Interventions](#)

STEAM Academy Charter School (4270-07) will make the following changes to reading interventions for the 2025-26 school year:

K-6 will have more assessments conducted for progress monitoring purposes (ROAR, CAPTI, NWEA). ELA teachers will use the data

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.

STEAM Academy Charter School (4270-07) 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:

Additional support by Instructional Coach Weekly Observation of teachers, looking for evidence of Careiall Training implementation within the classroom. Weekly Teacher Mentorship Meetings to discuss potential strategies for implementation of Careiall content Bi-Weekly Professional Development on best practices surrounding the implementation of and alignment of classroom instruction to Careiall content/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 :

Instructional strategies have become increasingly more focused on reading literacy throughout the school year. Students have been provided more opportunities to practice their literacy skills. Classroom teachers have provided students with additional resources and activities such as (wordwalls, frayer models, sentence starters) to help support students in their language development. Students are using the additional support throughout

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the class period to better support their learning and engagement throughout lessons. Student testing data shows students are beginning to make progress towards their goals.

STEAM Academy Charter School (4270-07) has implemented the following professional development and support for teachers around culturally responsive practices:

STEAM Academy has provided bi-weekly professional development on READ ACT Requirements, CAREIAL 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.

STEAM Academy Charter School (4270-07) engaged with the Regional Literacy Network through the following:

- Attended Local Certified Facilitator Community of Practice
- Requested district support with implement

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

STEAM Academy Charter School (4270-07) 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-6 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)	1	1	0	0
K-3 Classroom Educators	8	7	0	1
Grades 4-5 (or 6) Classroom Educators (as determined by district)	2	1	0	1
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	1	0	0	1
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	2	0	0	2

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	1	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
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.

STEAM Academy Charter School (4270-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$2,196.70

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

\$2,196.70

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
- 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.

STEAM Academy Charter School (4270-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$3,620.93

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
- 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