

## Minnesota READ Act Literacy Plan

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

For

Parnassus Preparatory School (4199-07)

Date Submitted to the State 06/09/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Parnassus Preparatory School (4199-07). 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

Parnassus Preparatory School (4199-07)'s literacy goal(s) for the 2024-25 school year:

1) By January 15, 2025, 75% of all Prima (Kindergarten) students continuously enrolled since the first day of school will score at least a 30 on the Phoneme Segmentation Fluency performance task of the DIBELS reading benchmark assessment 2) Parnassus' Third Level Grammar (third grade) students will exceed the state average in reading on the 2025 Minnesota Comprehensive Assessments 3) The Parnassus school-wide proficiency rates in Reading on the 2025 Minnesota Comprehensive Assessments will exceed the state-average proficiency rate by at least five percentage points

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

While Parnassus has always been committed to teaching structured literacy using evidence-based practices and curricula, the 2024-2025 school year saw new initiatives in compliance with the READ Act. The school implemented DIBELS screening as well as small group interventions aligned with these assessments. Additionally, all teachers and administrators responsible for literacy instruction in Prima- Fourth Level Grammar (Kindergarten through Fourth Grades) participated in literacy training through the CORE OL&LA program. DIBELS and the CORE training were combined with our existing SRA Reading Mastery evidence-based instructional program to make skill groups more dynamic and focused on students' individual reading goals.

The following describes how Parnassus Preparatory School (4199-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Much progress has been made towards these goals, although knowing that Parnassus serves a large population of students who are at-risk academically or who come from traditionally underserved communities, continuous concerted effort is necessary to drive further progress. The school is still awaiting the final results of the Spring 2025 MCA reading assessments, which will inform instructional planning for the next school year. While the school fell slightly short of its first goal related to phoneme segmentation fluency, with just over 73% of students scoring at least a 30 on the winter benchmark assessment, this still represents remarkable growth from the beginning of the school year.

Parnassus Preparatory School (4199-07)'s literacy goal(s) for the 2025-26 school year:

1) By January 15, 2025, 75% of all Prima (Kindergarten) students continuously enrolled since the first day of school will score at least a 30 on the Phoneme Segmentation Fluency performance task of the DIBELS reading benchmark assessment. 2) By May 31, 2026, 85% of Prima (Kindergarten) scholars will have an overall DIBELS composite score of "At Benchmark" or "Well Above Benchmark" in the year-end administration. 3) For students in Third Level Grammar (3rd grade) who begin the year scoring "Below Benchmark" or "Well Below Benchmark"

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on the Fall 2025 DIBELS assessments, 50% of these students will increase their composite scores to "At Benchmark" or "Well Above Benchmark" by May 31, 2026.

Parnassus Preparatory School (4199-07)'s Local Literacy Plan is posted on the district website at:

<https://parnassusprep.com/about-us/board/meetings-reports/>

## 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 Parnassus Preparatory School (4199-07) 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	NA
Grade 1	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NA
Grade 2	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NA
Grade 3	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NA

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

Universal screening for foundational reading skills for Parnassus Preparatory School (4199-07) 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	123	67	123	98	125	112
Grade 1	127	109	127	114	127	114
Grade 2	129	103	126	108	129	111
Grade 3	117	79	117	96	114	97

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 Parnassus Preparatory School (4199-07) 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.

Parnassus Preparatory School (4199-07) 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	12	1
Grade 1	8	CTSTR
Grade 2	11	2
Grade 3	6	CTSTR

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

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

Parnassus Preparatory School (4199-07) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

The school is exploring a targeted assessment for dyslexia screening to use as an additional tool.

## 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 Parnassus Preparatory School (4199-07) 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 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	mClass with DIBELS 8th Edition	Amplify	Vendor composites using vendor benchmarking
Grade 5	mClass with DIBELS 8th Edition	Amplify	Vendor composites using vendor benchmarking
Grade 6	mClass with DIBELS 8th Edition	Amplify	Vendor composites using vendor benchmarking
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 Parnassus Preparatory School (4199-07) to determine which students in grades 4-12 are not reading at grade level:

The school will use several data points to identify students who are not reading at grade level, these include: 1) DIBELS literacy assessments 2) Data from the Minnesota Comprehensive Assessments 3) Data from the Classic Learning Tests 3-8, the school's nationally normed assessments 4) Qualitative feedback from teachers and families

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:



Capti ReadBasix will be administered thrice annually in the Fall (August/September), Winter (January), and Spring (May) for students in grades 4-12 who are not reading at grade level. Some students will be dually assessed using both Capti ReadBasix and DIBELS.

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

The following table displays the number of students in Parnassus Preparatory School (4199-07) 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 Parnassus Preparatory School (4199-07) 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	Other (explain below)
Grade 6	Yes	Other (explain below)
Grade 7	Yes	Other (explain below)
Grade 8	Yes	Other (explain below)
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

The following content is included in the parent notification:

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

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

- Family engagement nights
- Parent teacher conferences

## 8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Parnassus Preparatory School (4199-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The process is driven by student needs, which are first identified before matching them with evidence-based instruction and intervention groups, aligned specifically to the skill areas where the student needs the most focus. The primary means of monitoring the effectiveness and appropriateness of instruction and interventions is through the mCLASS with DIBELS 8th edition platform, as well as from curriculum-based measures from the school's reading instruction program. If students are failing to make progress in their current intervention group, they will be assigned to a higher tier of intervention or will be referred to further testing and identification through the Child Find process.

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

Data from Tier 1, 2, and 3 groups is continuously monitored to ensure that each instructor is teaching with fidelity and using evidence-based instruction. Literacy instructional professionals also receive instructional coaching and feedback from our in-house Literacy Lead, as part of the standard feedback and evaluation process.

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

Students who are "Below Benchmark" or "Well Below Benchmark" are immediately flagged for entrance into supplemental (Tier 2) targeted reading interventions, which are run as supplemental small groups. These students continue to receive their primary literacy instruction with peers while receiving supplemental support. Students who have been identified as being one or more grade levels below their peers in reading are given Tier 3 intensive, specialized reading instruction. Older students at the secondary level who are below grade level immediately receive a higher tier of support as part of our efforts to provide intensive remedial instruction so that they can access the full breadth of the school's curriculum.

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 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:

The primary tool for progress monitoring is the mCLASS with DIBELS 8th edition platform, which provides teachers with both targeted instructional techniques as well as progress monitoring assessments aligned to the students' needs. Data is reviewed frequently - every two weeks for Tier 2 interventions and every week for Tier 3 interventions. This review allows Principals and other school leaders to make any necessary intensifications or modifications to the interventions being offered as well as helping to identify students who may need further testing and identification through the Child Find process.

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

To exit from Tier 2 supplemental interventions, we look for three consecutive data points above the benchmark goal for the students' targeted skills. To exit from Tier 3 intervention, students would need 3 consecutive data points demonstrating mastery that demonstrates that they are less than one full grade level below their peers, at which point they transition to Tier 2 services. For students in the secondary levels, students exit upon completion of their targeted literacy instruction program and passing fluency and comprehension assessments.

Does Parnassus Preparatory School (4199-07) use personal learning plans for literacy:

Yes

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

- All students not reading at grade level
- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

[The following components are included in the personal learning plans, if used:](#)

Assessment data is used to identify specific literacy needs, such as reading comprehension, writing skills, or vocabulary. Specific goals are created along with a plan for targeted interventions aligned to the goals.

Continuous Improvement for Data-Based Decision Making for Action

Parnassus Preparatory School (4199-07) 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:

The school has identified a lead interventionist who will assist with data collection, oversight of Tier 2 and 3 interventions, and the creation of personal learning plans for literacy.

## 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.

Parnassus Preparatory School (4199-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Parnassus Preparatory School (4199-07) has participated in MDE MnMTSS professional learning:

No data entered

## 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 Parnassus Preparatory School (4199-07), 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	· SRA Direct Instruction Reading Mastery	Comprehensive	75
	· Core Knowledge	Knowledge Building	45
Grade 1	· SRA Direct Instruction Reading Mastery	Comprehensive	75
	· Core Knowledge	Knowledge Building	45
Grade 2	· SRA Direct Instruction Reading Mastery	Comprehensive	75
	· Core Knowledge	Knowledge Building	45
Grade 3	· SRA Direct Instruction Reading Mastery	Comprehensive	75
	· Core Knowledge	Knowledge Building	55
Grade 4	· SRA Direct Instruction Reading Mastery	Comprehensive	75
	· Core Knowledge	Knowledge Building	55
Grade 5	· School-created curricula - English and world liter	Comprehensive	65



## 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 Parnassus Preparatory School (4199-07) 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	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading
Grade 1	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading
Grade 2	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading
Grade 3	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading
Grade 4	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading
Grade 5	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading
Grade 6	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading
Grade 7	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading
Grade 8	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading
Grade 9	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading
Grade 10	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading
Grade 11	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 12	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition, SRA Corrective Reading

## 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.

Parnassus Preparatory School (4199-07) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 02/17/2025

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:

All teachers in the district completed training at the recommended 80% proficiency data. There will be, however, new teachers who will need to participate in the training in the 2025-2026 school year and they will be supported by mentor teachers who have already completed the training.

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:

Curriculum based measures from SRA Direct Instruction Reading Mastery are vital sources of fidelity data that show that teachers are effectively implementing explicit, systematic, evidence-based instruction. Additionally, there is a school Literacy Lead who conducts observation and provides feedback specifically related to literacy instruction.

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:

The school's Principals have been trained in explicit, systematic, evidence-based instruction and incorporate these practices into their observation, feedback, and evaluations with staff members. Additionally, the school has a Literacy Lead who is certified as a trainer in the Reading Mastery program who monitors instruction for fidelity and provides coaching and support.

The following changes in instructional practices have impacted students :

As a school that has always delivered explicit, systematic, evidence-based instruction in all five identified areas of instruction, we have not had to implement many changes to our instructional practices. The CORE OL&LA training, has, however, refined some aspects of our instructional program and has helped teachers become better able to use data proactively to support students.

Parnassus Preparatory School (4199-07) has implemented the following professional development and

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support for teachers around culturally responsive practices:

As a school that serves a large community of diverse learners, we found the CORE OL&LA training to be particularly helpful in the area of culturally responsive practices. A continued area of focus is on helping teachers learn to discriminate true decoding errors from differences in pronunciation and dialects. This is integrated into our instructional coaching practices.

Parnassus Preparatory School (4199-07) 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):

Each year begins with a review of best practices for implementation of our explicit, systematic, evidence-based instructional program.

### 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	18	18	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	4	3	1	0
K-12 Reading Interventionists	4	4	0	0
K-12 Special Education Educators responsible for reading instruction	6	6	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	5	0	0	5

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

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Parnassus Preparatory School (4199-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$78,975.69

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

\$78,975.69

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.

Parnassus Preparatory School (4199-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$55,117.20

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

- Other - Explain (Required)
- Other options include:
  - Reserved for future curriculum and training costs

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

\$55117

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

Funds will be used to defray costs and provide training stipends for future years, as well as defray costs of reading curriculum.