



District #4007 - Minnesota New Country School

2025-2026

K-12 Local Literacy Plan

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Opening Statement

Minnesota New Country School (MNCS) is committed to nurturing a love for reading among all students. A starting point for cultivating a love for reading is ensuring students are able to read well. More than any other ability, the ability to read can define a student's potential to learn and their ability to demonstrate proficiency in standards across curriculum.

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 \(2023\)](#).

MNCS Literacy Goals

- Annual academic goals related to reading proficiency of all students are performance indicators for our Title I program, Q-Comp plan and our evaluation by IQS (authorizer).
- The MNCS Learning Integration Team (Grades K-6), and the Academic Team (Grades 7-12) will meet weekly to review student achievement and growth, intervention results, and curriculum effectiveness.
 - All MNCS students not reading at grade level will be supported on an individualized basis, and through a variety of methods, to arrive at grade level reading benchmarks.
 - All MNCS students reading above grade level will be challenged on an individualized basis to make projected growth.
- MNCS K-12 teachers conference with parents/guardians 3 times each year, to discuss how the student is improving in general, areas of improvement needed, and to make suggestions about how parents/guardians can support learning, including literacy development, at home.

Universal and Dyslexia Screening Grades K-3 Screeners

Name of the Assessment	Target Audience	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FastBridge	Grade K Grade 1 Grade 2 Grade 3	Phonological Awareness Phonics Fluency Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School (Fall) Winter (as needed for monitoring) Last 6 weeks of School (Spring)

Grades 4-12 Screeners

Capti ReadBasix will be used to screen students, for characteristics of dyslexia, in grades 4-12 who are not reading at or above grade level. MNCS students, in grades 4-12, that are reading below grade level, are referred to the student support team to monitor student progress and develop interventions and supports. Supports and Interventions for students in grades K-6 include small group and/or 1:1 sessions with the K-6 Title I Interventionist. MNCS students in grades 7-12 have personal learning plans that focus on developing reading skills through guided book groups and project research support such as NEWSELA, Google Read and Learning Ally.

Name of the Assessment	Target Audience	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
NWEA MAP Reading	Grades 4-12	Vocabulary Comprehension	Universal Screening	First 6 weeks of School (Fall) Winter (as needed for monitoring progress) Last 6 weeks of School (Spring)

Parent Notification and Involvement

The Minnesota New Country School learning community places a high value on sharing assessment results with students and parents/guardians and individualizing instruction to meet student needs based on the results. MNCS utilizes small classroom sizes which allows teachers to maximize individualized learning for students. The MNCS curriculum is aligned to Minnesota State Academic Standards and report cards are standards based.

Conferences are held three times each year to share these results and discuss growth, goals, and strategies for moving forward. Parents/guardians are notified in person or via mail if their student will be participating in a pull-out literacy support program (Title I, RTI etc.). Student progress is shared with parents/guardians in person at the winter conference and at the end of year via mail, email or phone. Parents/Guardians are encouraged to contact their student's teacher if they want any further information or conferences during the year.

MNCS values parents/guardians participating in their student's learning. To this end, MNCS provides support and guidance for parents/guardians to better encourage their student's academic growth. These supports include: examples of materials, time frame, and reading support questions (analysis, summary etc.), hands-on-activities, and any necessary progress notes for their individual child.

Student Summary Level and Dyslexia Screening Data 2025-26 School Year

Summary Data Kindergarten through 3rd Grade

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG-3	MNCS will use FastBridge for screening.					

Students Grades 4-12 Not Reading at Grade Level -

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
Grades 4-12	MNCS will use Capti ReadBasix and NWEA for screening.			

Core Reading Instruction and Curricula Grades K-5

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Super Kids	Comprehensive	60 min/day
1 st	Super Kids	Comprehensive	60 min/day
2 nd	Super Kids	Comprehensive	60 min/day
3 rd	CORE5, Units of Study	foundational, comprehensive	90 min/day
4 th	CORE5, Units of Study	foundational, comprehensive	90 min/day
5 th	CORE5, Units of Study	foundational, comprehensive	90 min/day

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Units of Study, Khan, CORE5	comprehension, vocabulary, writing	90 min/day
7-12	Locally developed options including academic and literature based reading groups at a variety of student levels, essay writing prompts, annual capstone research papers, independent project research and writing	comprehension, vocabulary, writing	Book group: 60 min/day Literacy through project research and writing: 120min/day

Data-Based Decision Making for Literacy Interventions

MNCS staff have begun the process of understanding and utilizing the MnMTSS framework. This came about as we worked with the Regional Centers of Excellence to address graduation rates. The training has been at the high school level primarily and has had a focus of developing and utilizing a MEIRS data collection and analysis to determine possible causes for students to delay graduation or not graduate at all.

Although MNCS has a straightforward process for identifying students in need of additional academic support (see below). MNCS would be better able to support students if all staff were trained in the specifics of MnMTSS. It would allow for staff to have a common understanding and language that will better unify us in supporting students. To promote this effort, several MNCS staff will be attending the COMPASS training in June 2024 to gather more information about MnMTSS and how it could be best implemented at MNCS.

MNCS students are eligible for Tier 2 support if they are below grade level and/or are not making progress after receiving Tier 1 support. Any MNCS staff member can refer a student for Tier 2 interventions by contacting the MNCS Student Support Team (SST). The MNCS SST consists of social workers, behavioral interventionists, academic interventionists and general education teachers representative of grades K-12.

The SST will review the student's assessment results (NWEA and MCA), attendance, and grade level academic work. If identified as needing Tier 2 support, the team will meet to determine appropriate interventions, including what the intervention is, who will provide the intervention, how it will be measured and when the results will be discussed by the SST (typically 2-6 weeks depending on the intervention). The MNCS SST will monitor the student's progress and develop Tier 3 interventions if the student is not progressing after receiving Tier 2 interventions or if a student is performing 1-2 years below grade level. If the student is making progress after receiving interventions, they will continue to be monitored. Once a student is performing at grade level, they will no longer receive Tier 2 or 3 support.

Professional Development Plan

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	3	2	0	1
Grades 4-5 (or 6) Classroom Educators	2	1	0	1
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	6	5	0	1
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	5	0	0	5

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
Grades 4-12 Classroom Educators responsible for reading instruction	11	1	0	10
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	2	0	0
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	4	0	0	4
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

Action Planning for Continuous Improvement

MNCS is working to meet the literacy needs of our students and the requirements of the Read ACT. We recognize that there is a need for change in parts of our overall language arts program.

The MNCS elementary (K-6) staff are already enrolled and receiving training on structured literacy. The Learning Integration Team (grades K-6) has also undergone a review of their current curricula (2024-2025) and is continuing a search for MDE approved evidence based curricula that will meet the needs of MNCS students and staff. MNCS also continues to prioritize a Title I Interventionist staffing position at the K-6 grade level - this position has a heavy focus on working with students in tiers 2 and 3 on building reading and writing skills.

The MNCS secondary (7-12) staff is waiting their turn for the structured literacy training that will be appropriate for grades 7-12. In the meantime, the HS Academic Team will review the current reading and writing programs for grades 7-12 and determine where changes are needed to better meet the current needs of our learners. The team will use data to determine the most needed areas of change. The data include reading and writing assignment completion rates, NWEA reading growth rates, and NWEA and MCA reading proficiency rates. The HS Academic Team will seek out pertinent training to support these changes and promote fidelity in delivering and monitoring the impact of the changes on student reading growth and proficiency. The HS Academic Team will meet regularly to review current student level data around reading skills and literacy to identify any student in need of additional support in the area of reading.