

# Holliday C-2 School District Comprehensive Literacy Plan



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## **MISSION**

To provide a strong educational foundation in a safe, supportive environment that promotes independent thought, character building, and community responsibility.

## **VISION**

To help children recognize and achieve their fullest potential.

## **PURPOSE**

The purpose of the Comprehensive Literacy Plan is to educate all students to proficiency and beyond on the Missouri Learning Standards in order to prepare students to be college and career ready through the following goals:

- Rigorous, relevant, and aligned curriculum
- Research-based instructional practices
- A common, high-quality, balanced assessment system
- A tiered system of support for all students

## **LEADERSHIP**

Leaders at the district, building, and classroom levels will collaborate to build shared ownership and direction toward literacy success with a focus on the pillars of the Science of Reading; phonemic awareness, phonics, fluency, vocabulary/semantics, comprehension. Teachers and Leaders will collaborate to align the Comprehensive Literacy Plan, interventions, and collaboration to ensure successful implementation of the Comprehensive Literacy Plan:

- Maintain Building Literacy Teams to provide daily support and guidance in implementing the professional development that supports the plan.
- Provide direct leadership in the implementation of the Comprehensive Literacy Plan
- Use data and observation to review and modify time and scheduling to support instructional delivery of Reading and English Language Arts
- Set aside time for Reading intervention and enrichment.
  - Use data to structure intervention and enrichment time to match strategies with student needs.
- Continue to honor and support district systems, processes, and protocols to ensure alignment among systems and to guide effective implementation of the Comprehensive Literacy Plan.

## **PARTNERSHIPS**

Holliday C-2 Board of Education and Administration believe that timely, effective communication between school staff and parents is essential to building productive partnerships that lead to student success. The District Literacy Team will create communication pathways for parents, caregivers, and community members to understand the goals and action steps of the Comprehensive Literacy Plan, provide periodic feedback and build collaboration and support in reaching its goals.

- Make the Comprehensive Literacy Plan publicly available on the district website to inform parents and stakeholders of the district’s goals and processes for building and improving literacy.
- Communicate with stakeholders and community members to foster a shared understanding and support in our efforts to ensure all students meet literacy goals
- Provide parents and caregivers opportunities to learn about literacy development and ways that reading and writing skills can be supported at home.
- Ensure clear and consistent communication methods for informing parents where their children are as literacy learners and how they can partner in supporting continued growth at all levels.

## **GOALS, ALIGNMENT WITH MISSOURI LEARNING STANDARDS, AND CONTINUOUS SCHOOL IMPROVEMENT PLAN**

Teachers and Leaders will participate in the following to ensure core instruction supports current, valid, and reliable research:

- Learn and build understanding of the Missouri learning Standards for English Language Arts.
- Participate in the Missouri Read, Lead, Exceed Initiative through the implementation of evidenced-based literacy instruction focused on the Science of Reading (LETRS).
- Create, teach, and assess standards-aligned Learning Targets and Assessments.
- Engage in training for staff to increase preparedness to know and recognize reading difficulties as they appear in core instruction across all grade levels.
- Build capacity for developing and implementing Reading Success Plans utilizing evidence-based intervention strategies based on the Science of Reading (LETRS).

## **ASSESSMENT**

### **State Requirements**

Early literacy education is critical to a student’s long-term academic success. Therefore, it is important to identify students who have a substantial reading deficiency or are at risk for reading disabilities, such as dyslexia, as early as possible. Early identification allows educators to provide instructional support targeted to individual student needs, to monitor student progress and response to instruction over time, and to adjust instruction as needed.

In the state of Missouri each public school, including each charter school, shall conduct literacy and dyslexia screenings for students to identify students at-risk of falling more than one grade level behind in reading. For dyslexia specifically screening must be in the appropriate year consistent with the findings and recommendations of the task force created under section 633.420. This test is conducted by a teacher or school counselor to determine whether a student likely has reading difficulties, dyslexia or a related disorder in which a positive result does not represent a medical diagnosis but indicates that the student could benefit from approved support. Note that schools do not diagnose a student as “being dyslexic” or “having dyslexia,” as that is required by a medical professional. Schools can identify reading difficulties and work to address those in an educational approach.

### **Dyslexia Defined**

The following definition of dyslexia is established in MO state code: Dyslexia, a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language, often unexpected in

relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

## **Reading Success Plans (RSP)**

A Reading Success Plan (RSP) is a well-developed and defined plan to support students who exhibit a substantial deficiency in reading. Missouri legislation (Section 167.645, RSMo) specifically addresses student literacy and lists the requirements of an RSP. The development of an RSP includes the process of gathering and analyzing student data, determining if a student has a substantial reading deficiency (SRD), using data to set student growth goals, and assessing whether students meet those goals at the end of instruction. Students who receive an RSP must have evidence-based intervention reading instruction that is grounded in the science of reading.

An RSP is designed to monitor the specific skills needing improvement as identified through a state-approved assessment, dyslexia screener, teacher observation, or any other relevant student reading data. The teacher should use the identified skills to select aligned, appropriate, and explicit interventions as well as progress monitoring tools to measure growth.

## **Who Qualifies for a Reading Success Plan?**

### **Substantial Reading Deficiency (SRD)**

An SRD refers to a student who is one or more grade levels behind in reading or reading readiness established by Section 167.645, RSMo. This can be determined when a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension or overall Lexile level for the student's grade level.

Any student identified as having an SRD must be provided an RSP. As defined in Section 167.645, RSMo, an SRD exists when a student is one or more grade levels behind in reading or reading readiness. This can be determined when a student's reading assessment results in an "At Risk" level for reading competency or reading readiness in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension for the student's grade level; or if the student is one or more years behind in their overall Lexile level score.

## Reading Success Plan Requirements by Grade Level and Essential Reading Skill

An RSP is required for every student identified as at risk for dyslexia or has a formal diagnosis of dyslexia at any grade level. All risk levels are determined by the vendor's cut scores.							
Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Lexile	RSP Determination Requirements
Kindergarten	At Risk						RSP Required
Grade 1	At Risk					1 year or more below grade level	RSP Required
	Identified as at risk in either of these two essential skills		identified as at risk in any two of these three essential skills				
Grade 2	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
Grade 3	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
An RSP is required for any student in grades 4 or 5 identified as at risk in any essential skill area.							
Grade 4	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
Grade 5	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required

Students will receive an RSP according to the chart above. Below is a bulleted description of each grade level requirements for RSPs.

### Kindergarten

- Students require an RSP if identified as At Risk in Phonemic awareness

### Grade 1

- Students require an RSP if identified as At Risk in any of the following:
  - Phonemic awareness
  - One year or more below grade level Lexile score

### Grade 2 and 3

- Students require an RSP if identified as At Risk in any of the following:
  - Phonemic awareness or phonics
  - At least two of the following essential skills: fluency, vocabulary, or comprehension
  - At risk for dyslexia or has an official diagnosis of dyslexia
  - One year or more below grade level Lexile score

### Grade 4 and 5

- Students require an RSP if identified as At Risk in any of the following:
  - Any of the essential skills areas (phonemic awareness, phonics, fluency, vocabulary, or comprehension)
  - One year or more below grade level Lexile score

## Data Gathering

The first step in the RSP process is to gather and analyze student data. At a minimum, the body of evidence to use to determine the need for an RSP will include results from the state-approved foundational reading assessment and results from the required dyslexia screening, but may also include teacher observation, formative assessments, and additional universal reading screeners, along with work that a student independently produces in a classroom. In addition, evidence may include scores on summative assessments.

Additional information to be considered includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Parent information
- Classroom reading assessments (DRAs)
- Accommodations or interventions provided
- Report cards
- State assessments (MAP/EOC when applicable)

## Universal Screening

An assessment will be administered to all elementary students. This assessment will be selected from a state approved list of reading assessments. This assessment will be:

- Conducted at the beginning of the school year to identify children who need additional support and/or alternative forms of instruction
  - Followed by benchmark assessments completed mid-year and end of the year using same, comparable, and/or multiple test forms to determine reading development
- Used to identify children who are at risk or not at risk for reading failure or dyslexia
- Used to form small groups for instruction and intervention
- Used to plan instruction and intervention
- Used to develop and Implement Reading Success Plans which include:
  - Individualized goals for student achievement
  - Exit criteria for intervention window

## Who will take the universal screener?

- All students grades K-3, annually
  - Grades 1-3 will be screened within 30 days of the school year with continued progress monitoring throughout the year.
  - Kindergarten initial screening no later than January 31st and at the end of the year for systematic documentation and progress monitoring.
- Any student K-5 who transfers from a school within the state that has not previously been screened.
- Any student K-5 who transfers from a school within the state that was screened and placed on a reading success plan.
- Any student K-5 from another state and cannot present documented screening

- A student in grade 4 or higher who is experiencing consistent difficulty in the areas of concern determined by the classroom teacher or as requested by parent or guardian
- Reading Success Plan Exemptions
  - Students on an Individualized Education Plan (IEP) with goals that address specific deficiency related to literacy and the science of reading are not required to have a Reading Success Plan
  - There are no exemptions to the universal screening procedure.

***\*Universal screening is intended to identify any student that may be in need of extra support or intervention to improve literacy. The universal screening process alone is not sufficient to identify students with difficulty reading or dyslexia, however they can reveal specific weaknesses that are consistent with reading difficulties and dyslexia.***

## **Additional Screening**

When students are identified as at-risk for reading difficulties or dyslexia additional screening will be conducted. Any screening tool selected will have evidence or adequate reliability and validity. Administration, scoring, and interpretation will be completed in accordance with the directions, norms, and cut points provided within the instrument. School staff will use multiple data points including, but not limited to, MAP data, Universal Screening Data, Teacher referral, classroom assessments, and any other data source deemed appropriate to determine if a student is at-risk of being, or becoming, one or more years below grade level in reading. These students will take additional assessments to validate prior data. A Reading Success Plan will be developed for all students determined to be one or more years below grade level.

Screening of the following skills is essential to identifying deficits related to literacy and/or dyslexia, and to guide intervention:

### **Kindergarten (I-Ready Universal Diagnostic/Dyslexia Screener, DRAs Progress Monitoring/Literacy Tasks, DIBELS)**

- Phonological/Phonemic awareness (words, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)
  - Letter Sound/symbol recognition/letter ID
  - Alphabet knowledge (letter naming fluency)
  - Rapid automatic naming

### **First Grade (I-Ready Universal Diagnostic/Dyslexia Screener, DRAs Progress Monitoring, I-Ready Literacy Tasks, DIBELS)**

- Phonological/Phonemic awareness (segmentation, blending, isolation, manipulation)
  - Phonics (letter sound/symbol recognition/letter ID)
  - Alphabet knowledge (letter naming fluency)
  - Rapid Automatic Naming
  - Word recognition fluency
  - Orthography
  - Reading comprehension



## **Second - Fourth Grade (I-Ready Universal Diagnostic/Dyslexia Screener, DRAs Progress Monitoring, I-Ready Literacy Tasks, DIBELS)**

- Phonological/Phonemic awareness
- Oral reading fluency
- Phonics/Word recognition
- Reading comprehension
- Orthography
- Rapid Automatic Naming

## **Fifth - Eighth Grade (I-Ready Universal Diagnostic/Dyslexia Screener, I-Ready Literacy Tasks, classroom level assessments)**

- Phonological/Phonemic Awareness
- Phonics/Word recognition
- Oral reading fluency
- Word recognition
- Reading comprehension
- Orthography
- Rapid Automatic Naming

*Universal screening is not required for students beyond fifth grade, however, sixth through eighth grade students will be screened. Students in grades six through Eight may also be assessed if they are still on a reading success plan at the end of fifth grade. This could continue in high school if necessary. Any student will be assessed if reading difficulties are suspected.*

## **Supports and Accommodations**

*The school board of each district and the governing board of each charter school shall provide reasonable classroom support consistent with the findings and recommendations of the task force created under section 633.420. "Support" is low-cost and effective best practices, such as oral examinations and extended test-taking periods.*

*The following is a list of example accommodations that benefit students with dyslexia and reading difficulties. Note that not all students at risk for dyslexia/literacy intervention will require all the possible supports. It is important to match and scaffold the supports with the student's individual needs.*

### **General**

- Establish repeated exposure & review
- Check often for understanding
- Balance individual, small group and large group activities
- Provide extended time for oral responses
- Provide extended time for written responses
- Make available teacher-provided study guides
- Offer teacher-provided lecture or movie notes
- Provide taped or recorded lecture

- Reduce copying by providing information on worksheets or handouts to avoid copying notes or outlines from boards or overheads, allowing students to focus on processing information instead of laboring to write it and losing the intent and meaning.
- Avoid far and near-point copying
- Avoid use of worksheets that require “page flipping,” e.g. map on one side of page, questions on other side. Provide students with two sheets of paper so that questions and source material can be in the same field of vision.
- Provide chapter/subject outline of curriculum for each semester/course syllabus
- Provide list of relevant curriculum-specific vocabulary in advance
- Present new information in small sequential steps
- Present curriculum using a “top-down” approach -- provide meaning first, then fill in facts
- Present curriculum through a variety of modalities
- Use manipulatives when possible in math & science
- Provide models or examples
- Use graphic organizers · Use visual aids
- Provide two sets of textbooks -- one for home and one for school
- Use marker to highlight important textbook sections
- Use peer readers
- Provide interesting reading material at or slightly above the student’s comfortable reading level
- Maintain daily routines
- Encourage use of planners & calendars
- Provide accommodations for directions
- Use both oral and printed directions
- Chunk directions into small steps using as few words as possible
- Outline number and sequence steps in a task
- Have student repeat the directions for a task
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz)
- Stand near the student when giving directions or presenting a lesson to provide proximity
- Provide visual aids
- Consider page layout and font usage when creating classroom material; avoid script, irregular columns, break information into smaller chunks on page. Use 12 to 14-point font in evenly spaced sans serif fonts such as Ariel and Comic Sans; avoid underlining, italics, and text in bold caps. Provide ample space for written responses
- Arrange work from easiest to hardest.

## Assignments

- Give directions in a variety of ways
- Give oral prompts or cues
- Avoid penalizing for penmanship or spelling errors
- Allow student to record or type assignments
- Offer use of scribe
- Provide extended time for completion
- Reduce pen-to-paper assignments
- Give option to give oral presentations instead of written reports
- Shorten assignments or break large assignments into chunks
- Give advance notice of assignments
- Provide clear expectations for assignments; provide rubrics · Model or give examples of expected finished output

- Provide opportunities for interest-based projects
- Avoid word searches, crossword puzzles, letter jumbles or “fill in the letter” riddle math sheets

### **Tests / Exams**

- Consider performance-based measures
- Use alternative test formats ( fewer selections for multiple choice, Chunk matching questions into smaller sections, Give word bank for fill in the blank, and short answer, Provide word bank for “labeling tests,” such as states & capitals, parts of a microscope, etc. & Avoid essay questions
- Allow extended time for completion
- Read test to student
- Provide alternative seating for testing (so test can be read to student away from peers)
- Allow tests to be taken in a room with few distractions (e.g., the library)
- Conduct testing over multiple days
- Avoid penalizing for spelling, punctuation or grammar
- Allow oral responses or scribe
- Allow the student to complete an independent project as an alternative test
- Give advance notice of test and exams, allowing additional time for studying

### **Intervention: A Structured Literacy Framework**

Language Essentials for Teachers of Reading and Spelling, commonly known as [LETRS](#)

### **Elements of Instruction (What to teach)**

- Elements of Scarborough’s Reading Rope
- Foundational Concepts of Oral and Written Language
- Structure of Language
- Phonology
- Orthography
- Morphology
- Semantics
- Syntax
- Discourse Organization

### **Instructional Principles (How to teach it)**

- Systematic and cumulative skills that build upon each other and are able to be assessed
- Sequential
- Explicit, direct instruction
- Diagnostic teaching
- Synthetic and analytic
- Comprehensive and inclusive

## **Successful intervention contains the following:**

Aggressively address and correct students' phonological awareness difficulties and teach phonological awareness to the advanced level

Provide phonic decoding instruction and/reinforcement using evidence-based practices

Provide ample opportunities to apply developing skills to reading connected text

Progress monitoring to assess effectiveness of interventions and next best steps

## **Progress Monitoring**

Ongoing assessment performed/administered to determine student progress toward targeted goals, identify students who are not making adequate progress, and evaluate the effectiveness of interventions in order to close the achievement gap.

- Focused on specific skill deficits aligned to the needs identified through screening
- Typically administered bi-weekly to monthly
- Used to compare the efficacy of different forms of instruction and/or programs

## **Behavioral Indicators of Students at Risk of Literacy Difficulties and/or Dyslexia**

*(retrieved from <http://understood.org> and <http://learningally.org>)*

### **Pre-K**

- Delayed speech
- Mispronouncing words
- Difficulty naming objects
- Struggles learning and naming colors and letters
- Difficulty creating rhymes
- Difficulty following multi-step directions
- Uninterested in reading/books

### **Grades K-2**

- Trouble matching letters to correct sounds
- Difficulty blending letter sounds
- Confusing letters that look similar
- Trouble with directionality (left/right, next/last)
- Difficulty learning alphabet, numbers, days of the week
- Avoids reading
- Spelling inconsistently
- Trouble remembering sight words
- Trouble with copying
- Poor handwriting
- Reading level below expectation
- Lacks confidence about school
- Exhibits anxiety

## Grades 3-5

- Poor decoding and reading fluency
- Comprehension issues
- Weakening vocabulary knowledge
- Guesses or skips over words when reading
- Grammar mistakes
- Transposing letters/numbers when writing
- Poor spelling
- Trouble distinguishing similar sounds words
- Poor written expression

## Professional Development

All Holliday C-2 staff responsible for teaching English Language Arts will participate in training regarding the science of evidence-based literacy, intervention strategies, and dyslexia. Teachers responsible for assessing students in literacy and dyslexia will receive training on the assessment tools being implemented.

## Assessments

### State Assessments

The Missouri State Board of Education and the Department of Elementary and Secondary Education (DESE) define the Missouri Assessment Program (MAP) for all public school systems in the state of Missouri. The Missouri Assessment Program consists of the following components:

#### MAP (Missouri Assessment Program)

Assessment Name	Overview/Purpose	Population	How Data are Used and Shared	Estimated Student Time Required	Assessment Window
MAP Grade Level Assessments	As part of the state assessment plan, end- of-grade summative assessments provide information regarding student attainment of Missouri Learning Standards in English Language Arts, Mathematics, and Science.	Grades 3, 4, 6, 7 (English Language Arts and Mathematics) Grades 5 & 8 (English Language Arts, Mathematics, and Science)	Student-level reports are provided to families. Data is used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.	Grades 3, 4, 6, 7 (approx. 3 hours) Grades 5 & 8 (approx. 7-8 hours)	Spring

## Local Assessments

In addition to required state tests, a variety of locally-determined assessments are used at Holliday C-2. Annually, the administrative team reviews and determines updates to the Assessment Plan. Assessments are selected according to identified needs and priorities. When appropriate, assessments are selected which can provide information for a variety of needs.

Assessment Name	Overview/Purpose	Population	How Data are Used and Shared	Estimated Student Time Required	Assessment Window
I-Ready Diagnostic and Dyslexia Screener (Mandated)	All students in grades K-8 (reading) assessed 3 or more times annually to measure student learning. Assessments are nationally-normed and provide valuable information to teachers and students regarding growth and progress toward skill attainment. <b>As required by Missouri statute (Section 167.950,RSMo.), I-Ready Diagnostic/Dyslexia Screener will serve as the universal screening tool for reading.</b>	Grades K-8 (Reading) Grades K-8 (Math)	Performance data are available in near-real time and are used to adjust daily instruction. Overall scores can be generated along with specific reporting at the learning standard level. Results of these common assessments help drive continuous improvement efforts within the classroom, school, and district.	60 minutes per subject per assessment	Fall (Within the first 30 days of school), Winter, Spring  **The initial Fall screening will NOT be used to identify Kindergarten students for reading difficulties/additional screening/reading success plans.
DRAs	Assessments that measure student abilities in areas reading comprehension and fluency	Grades K-4	Additional screening data is used to determine if a student is having difficulty, or is likely to have difficulty, with literacy and/or dyslexia. Information is shared with parents and the students educational team.	5-30 minutes	Fall (Within the first 60 days of school.)  Progress Monitoring in classrooms throughout the year.
iReady Literacy Tasks, DIBELS	Assessments that measure student abilities in areas such as phonological awareness, letter/sound/word fluency, rapid automatized naming, orthography, morphology, word recognition, and passage reading fluency.	Grades K-8 students targeted for additional screening.	Additional screening data is used to determine if a student is having difficulty, or is likely to have difficulty, with literacy and/or dyslexia. Information is shared with parents and the students educational team.	5-30 minutes	Fall (Within the first 60 days of school.)  Progress Monitoring in classrooms throughout the year.

## **Curricular-Based Assessments**

Within the Teaching and Learning Model, teachers develop/select classroom assessments which align with the identified key learning objectives contained within each unit of study.

**A variety of assessment types are used including**

- **diagnostic (to reveal specific areas of difficulty)**
- **formative (to provide fast feedback which guides next-step learning)**
- **summative (to gauge mastery of learning objectives)**

The results of diagnostic assessments can be used to determine various readiness levels and to assist the teacher in planning for instruction differentiated to individual student needs. The data from both formal and informal formative assessments can be used to determine whether to extend, intervene, reteach, and/or reassess essential learning objectives. The summative assessment is utilized at the end of instruction for a particular unit to assess the comprehensive level of proficiency of each student related to the major learning objectives within the unit of instruction. With the data from these unit assessments, teachers can develop a plan to support students who are not proficient, while moving on to the next unit. Teams of teachers are also able to use this data to reflect on the instructional process and make adjustments that will enhance teaching and learning.

## Literacy/Dyslexia Screening and Needs Assessment Profile

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade \_\_\_\_\_

### Reason for Screening Referral

- MAP/Universal Screening Scores - Screener Used \_\_\_\_\_ Score \_\_\_\_\_  
 Parent Referral for Screening - Name \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher Referral for Screening - Name \_\_\_\_\_ Date \_\_\_\_\_

### Priority Dates

Date of Screening \_\_\_\_\_ Person Screening \_\_\_\_\_  
 Date of Literacy/Dyslexia Team Review of Results \_\_\_\_\_ Date of Parent Contact to share results \_\_\_\_\_  
 Parent Notification Letter Sent \_\_\_\_\_

### Screening

Skill Indicator Assessed	Name of Assessment	Required Score	Student Score	Result
General Reading Ability/Dyslexia	I-Ready Diagnostic/Dyslexia Screener	No more than 1 grade level below.		<input type="checkbox"/> Met required score <input type="checkbox"/> Did not meet score
Missouri Learning Standards Mastery	Grade Level MAP Test	Basic or Below Basic		<input type="checkbox"/> Met required score <input type="checkbox"/> Did not meet score
Phonological Awareness	I-Ready			<input type="checkbox"/> Met required score <input type="checkbox"/> Did not meet score
Letter Sound Fluency	I-Ready			<input type="checkbox"/> Met required score <input type="checkbox"/> Did not meet score
Letter Naming Fluency	I-Ready			<input type="checkbox"/> Met required score <input type="checkbox"/> Did not meet score
Rapid Automated Naming	I-Ready			<input type="checkbox"/> Met required score <input type="checkbox"/> Did not meet score
Word Recognition Fluency	I-Ready			<input type="checkbox"/> Met required score <input type="checkbox"/> Did not meet score
Passage Reading Fluency	I-Ready			<input type="checkbox"/> Met required score <input type="checkbox"/> Did not meet score
Word Recognition	I-Ready			<input type="checkbox"/> Met required score



				<input type="checkbox"/> Did not meet score
Orthography	I-Ready			<input type="checkbox"/> Met required score <input type="checkbox"/> Did not meet score
Morphology	I-Ready			<input type="checkbox"/> Met required score <input type="checkbox"/> Did not meet score

*If the student did not meet the required score in any of the screening indicators, the team will determine specific intervention services, accommodations, and/or assistive technology as appropriate and they will be outlined in the student's Reading Success Plan.*

**Team Members:**

\_\_\_\_\_ Role \_\_\_\_\_

\_\_\_\_\_ Role \_\_\_\_\_

\_\_\_\_\_ Role \_\_\_\_\_

\_\_\_\_\_ Role \_\_\_\_\_

\_\_\_\_\_ Role \_\_\_\_\_

**Recommendations for Next Steps:**

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## Reading Success Plan

The following progress report shows the progress of the student across skill areas as they move toward reading proficiency.

Student Name:	Grade:
Teacher Name:	School Year:

IEP	IAP Other
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<b>Other identified plans</b>	
History of Achievement (include strengths and areas of need from previous years based on assessments and parent input):	

### State-Approved Assessment Results

<b>Beginning-of- Year</b>	Lexile Score: PA: Phonics: Fluency: Vocabulary/Semantics: Comprehension:	Comments:
<b>Mid-Year Screening</b>	Score:	Comments:
<b>End-of-Year</b>	Lexile Score: PA: Phonics: Fluency: Vocabulary/Semantics: Comprehension:	Comments:

### Specific Literacy Need

\*Data indicates specific skill deficit(s) in the following areas:

Phonological Awareness (PA) Phonics Fluency Vocabulary/Semantics	Morphology Syntax Comprehension Orthography
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### Reading Success Plan Goal(s)

\*List the goals in order of priority and align objectives for progress monitoring to the outlined goals.

Goal #1:	Select specific literacy need:
Goal #2:	Select specific literacy need:

Goal #3:	Select specific literacy need:
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**Progress Monitor (PM)** Goals and objectives developed for the student should align with identified specific skill deficit(s). Reference Missouri Learning Standards and Item Specifications when creating goals. When a significant reading deficiency is identified, progress monitoring is recommended every \_\_\_\_ days. Updates must be communicated to student's families four times throughout the course of the year, along with reading strategies to be used at home.

<b>Goal 1 Specific Literacy Need:</b>		
<b>Date objective started:</b>	<b>Score:</b>	<b>Determine progress being made:</b>
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

<b>Goal 2 Specific Literacy Need:</b>		
<b>Date objective started:</b>	<b>Score:</b>	<b>Determine progress being made:</b>
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

<b>Goal 3 Specific Literacy Need:</b>		
<b>Date objective started:</b>	<b>Score:</b>	<b>Determine progress being made:</b>
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

**Family Component: (Link to strategies)**

\*Strategies should be given to use at home that will supplement school services.

PM1 Date:	At-home guidance:	Strategy:
PM2 Date:	At-home guidance:	Strategy:
PM3 Date:	At-home guidance:	Strategy:
PM4 Date:	At-home guidance:	Strategy:

**Parent Communication:**

<b>Date:</b>	<b>Communication:</b>	<b>Comments:</b>

<b>Date</b>	<b>Communication:</b>	<b>Comments:</b>
PM1 Date:		
PM2 Date:		
PM3 Date:		
PM4 Date:		

<b>Classroom Teacher:</b>	
<b>Signature:</b>	<b>Date:</b>
<b>Administrator:</b>	
<b>Signature:</b>	<b>Date:</b>
<b>Parent:</b>	
<b>Signature:</b>	<b>Date:</b>

## Appendix A Examples of Essential Skills Data

<p><b>Phonological Awareness</b></p>	<p>The awareness of all levels of the sound structure of spoken words.  <i>Examples of data sources: (tasks should represent a continuum of difficulty)</i>            teacher observation; family input; speech/language evaluations; auditory/verbal response activities done without the use of visual letters addressing syllables, rhyming, alliteration, onset-rime, isolating, blending, segmenting, and manipulating phonemes</p>
<p><b>Phonemic Awareness</b></p>	<p>A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound.  <i>Examples of data sources: (tasks should represent a continuum of difficulty)</i>            teacher observation; speech/language evaluations; auditory/verbal response activities done without the use of visual letters addressing syllables, rhyming, alliteration, onset-rime, isolating, blending, segmenting, and manipulating phonemes</p>
<p><b>Phonics</b></p>	<p>A method of reading and writing instruction that teaches spelling patterns (graphemes) to their sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them (relationship between letters and sounds).  <i>Examples of data sources:</i>            letter naming assessments; letter-sound correspondence assessments; blending and segmenting with print; phonics surveys; spelling inventories; nonsense words; writing samples</p>
<p><b>Fluency</b></p>	<p>The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read.  <i>Examples of data sources:</i>            oral reading fluency assessments; words correct per minute ; error analysis; connected text; teacher observation; teacher observation; writing samples</p>
<p><b>Vocabulary Semantics</b></p>	<p>Knowledge of words and word meanings and includes words that a person understands and uses in language.            Vocabulary is essential for both learning to read and comprehending text.  <i>Examples of data sources:</i>            word, phrase, sentence, and passage reading; word knowledge checklists; morphology assessments; vocabulary assessments; assessing sentence structure, text structure, and background knowledge</p>

<p><b>Comprehension</b></p>	<p>The process of extracting and constructing meaning from stories read orally or independently.  <i>Examples of data sources:</i>  home language survey; teacher observation; speech/language evaluations; family input; classroom comprehension activities; listening comprehension tasks; graphic organizers; retell; summary; categorizing activities; cloze reading assessment</p>
<p><b>Morphology</b></p>	<p>The study of the forms and structures of words.  <i>Examples of data sources:</i>  auditory/verbal/written response activities which assess how students put words together using morphemes (the smallest meaningful units), roots, and affixes to build and understand the meaning of words</p>
<p><b>Syntax</b></p>	<p>The formation of sentences and the associated grammatical rules. Syntax skills help us understand how words work – the meaning behind word order, structure, and punctuation.  <i>Example of data sources:</i>  auditory/verbal/written response activities which assess a student’s use of word order in understanding and/or creating compound and complex sentences with proper punctuation</p>

Moats and Tolman (2019) *LETRS Volume I*

## Appendix B Examples of Evidence-Based Reading Instruction

Reading Component	Example of Instruction
<b>Phonemic Awareness (PA)</b>	Use tactile and kinesthetic aids, such as blocks, chips, sound boxes, body mapping, finger tapping, and left-to-right hand motions in learning a variety of early, basic, and more advanced PA activities as appropriate.
<b>Phonics</b>	Effectively teach all steps in an explicit phonics lesson. For example, develop phonemic awareness, introduce sound/spelling correspondence, blend and read words, practice word chaining, build automatic word recognition, spell and write selected lesson words, and apply to decodable text reading.
<b>Fluency</b>	Provide ample opportunities for student(s) to read connected text daily, with appropriate feedback on decoding errors.
<b>Vocabulary</b>	Adopt and use a routine for introducing and providing practice with new word meanings.
<b>Comprehension</b>	Plan and deliver comprehensive listening and/or reading comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and language structures, verbal reasoning, and literacy knowledge using strategies that fit the text.

International Dyslexia Association, 2018

## Appendix C Sample Parent Letter for a Reading Success Plan

Dear Parent/Guardian:

In Holliday C-2 School District, we recognize that early reading skills are strong predictors of lifelong academic success for our students. Our teachers dedicate significant instructional time to supporting students in developing literacy skills. We have numerous school and district level supports in place, including

- High quality curriculum for all students
- High quality classroom teachers
- Regular assessments of each child's reading progress
- A comprehensive multi-tiered system of support process that includes a multitiered system of supports for students

In order to meet the requirements of SB 681 (2022), starting this school year we will also:

- Communicate regularly with parents/guardians of students who are reading below grade level
- Inform parents of reading supports provided to their child at school
- Increase systems of supports for students
- Develop a Reading Success Plan (RSP) for students needing support

We are honored to have the privilege to work with you and your student to build his/her skills as an independent reader across the curriculum. As a commitment to your student's success, we screen all students, K-8, with iReady Reading Diagnostic three times a year. According to our most recent screening, your student shows performance in one of the following areas:

- Your student is at or above proficiency level. The student will receive core instruction and no additional interventions needed.
- Your student is at some risk of reading below expected levels according to Holliday C-2 School screening results. The student will receive additional reading intervention according to the Holliday C-2 School reading program guidelines.
- Your student is below expected/proficient level. Additional intervention is required in addition to a detailed, individual-reading plan.

If you have any questions or need further information, please contact Regina McDonald-Title 1 & Reading Success Plan Coordinator at 660-266-3412 or [rmcdonald@hollidayschool.com](mailto:rmcdonald@hollidayschool.com). Attached you will find the assessment information for your student.

Sincerely,

Josh Klusmeyer  
Administrator