

Knox County R-1 School District's Comprehensive Literacy Plan K-12



2025-2026

Knox County Elementary Comprehensive Literacy Plan (Addressing Dyslexia, Specific Learning Disabilities, and Reading Delays)

Vision/Mission Statement

The mission of the Knox County R-1 School District is to build foundations for life-long learning.

The Knox County R-I School District is part of an alliance with the students, parents, staff, administration, and community who have a vision of a school where:

- Students enjoy learning as they are prepared for post-secondary goals and opportunities to become productive citizens.
- Students are empowered to become life-long learners and critical thinkers and to work to their highest potential.
- Open communication between all stakeholders fosters a safe, caring, and respectful learning environment.
- High quality curriculum, instruction, and assessment ensure that all students achieve a firm foundation in basic academic skills.
- Students demonstrate physical, social, and emotional well-being.
- Students learn and practice responsible behavior for integrity, and respect for others.

Leadership

Leaders at the district, building and classroom levels 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, Morphology, and Comprehension.

This document has been made by district admin and teachers involved with literacy in grade K-12.

Guiding Principles

“Missouri’s Focus”

Leadership and Sustainability:

Leadership is a key component in any literacy initiative. Collaborative leaders provide strategic guidance, support data-based decision making, distribute resources, and encourage partnerships for sharing knowledge and best practices. Several stakeholders may be involved within this component, including state leaders (the Department of Education), district and building administration, and instructional staff, working collaboratively to ensure a common set of values and beliefs that guide literacy instruction.

Standards Based Curriculum (Alignment with Missouri Learning Standards):

The foundation of any literacy plan, whether at the state, district, building, or classroom level, is a standards-based curriculum. A standards-based curriculum provides the content and expectations for all students to develop skills over the course of their educational experience to prepare them for life after graduation. A strong standards -based curriculum ensures students, teachers, administrators, and parents of a rigorous and intentional curriculum aligned to the Missouri Learning Standards (MLS) to support student learning and success in reading, writing, speaking, and listening across all content areas.

Intentional Instruction, Intervention and Enrichment:

For students to develop well-rounded literacy skills; reading, writing, listening, and speaking must be components of every lesson throughout the day. While Missouri’s state standards for ELA set grade -level expectations for students, it is necessary to understand that a student, regardless of grade level, may land at any point on the literacy continuum. High- quality instruction meets students where they are on the continuum and guides them forward. Reading, writing, speaking, and listening are reciprocal processes. The goal of the reader or listener is to use language to understand the message the writer or speaker is attempting to convey. The goal of the writer or speaker is to use language to communicate an intended message to the targeted audience. This concept is true regardless of content area.

Assessment:

An effective assessment system requires the knowledge and skills of all stakeholders to interpret and use assessment data. To determine the effectiveness of data, students, teachers, and administrators should be knowledgeable and proficient in analyzing data to make informed, data -driven decisions. Understanding the role and function of a quality assessment system, how assessments are designed and measured, and how to interpret data for instructional modification helps ensure a valid, reliable, and sustainable assessment system. Students, teachers, and administrators must understand the role assessment plays in curriculum and instruction, as well as the types and purposes of assessment.

A coordinated and comprehensive assessment system, in which different tools are used for different purposes is a vital and necessary component of this framework. Quality literacy assessments include implementation and analysis of a variety of assessment types. National,

state, local, summative, interim, and formative data sources all provide meaningful information about the effectiveness of literacy instruction. All literacy assessments are best used in combination with evidence -based effective practices, as well as teacher observation and reflection to monitor individual student progress.

All Missouri school districts are required to collect literacy screening data to inform stakeholders how they serve students. Objective data from a valid, predictive, and reliable early literacy screener directs exactly where focus is necessary in order to ensure educational equity. We know that when our early screening data is used effectively, we can detect those students who need additional support put into place to help them with their reading struggles.

Partnership:

According to Dennis Van Roekel, former National Education Association president, “No single education stakeholder group can do the job ahead . . .it will take all of us —teachers, education support professionals, principals, superintendents, school board members, parents, families, government leaders, business leaders, faith -based leaders” (National Education Association, 2011).

Partnerships among schools and local businesses, community organizations, and other educational entities are essential components in fostering a culture of literacy. Each community offers unique opportunities for relationships and collaboration. The strength of any literacy program is reflected in the school district’s ability to seek and build the 31 affiliations available.

Common Vocabulary

Here is a list of commonly used words, the definitions, and examples, if applicable.

Phonological awareness - having an awareness of sounds in spoken words.

Letter Reversals - with letters that have the same shape when reading or writing (b and d is the most common as well as p and q).

Phonics - the study of the relationship between the letter and the letter sound

Phoneme - the smallest unit of sound in language (ex. *hat* has 3 phonemes: /h/-/a/-/t/)

Morphology - study of the forms and structures of words like prefixes and suffixes

Reading Fluency - the ability to read a text accurately, quickly, and with expression

Reading Accuracy - the ability to read with few or no errors

Decoding - reading a written word out loud using the knowledge of sound/letter relationships

Encoding- writing a word using the knowledge of sound/letter relationships into print

Multisyllabic words - words with multiple syllables(ex. Capital has 3 syllables cap-it-al)

Tricky Words- words that contain irregular or less predictable letter-sound correspondences that cannot be decoded reliably using typical phonics rules

High Frequency Words (HFW)-words that occur very often in written text; many can be decoded using phonics knowledge, but some include irregular patterns

Listening Comprehension - the understanding of what is read aloud to the student

Independent Comprehension- the understanding of what is read by the student independently

Orthography- spelling system

At Risk- students who display early indicators that they are likely to experience persistent difficulties learning to read and who therefore need targeted, evidenced-based interventions and progress monitoring

Grade level - refers to what grade the student is performing (see on grade level)

On grade level - this refers to proficiency in state learning standards the student is demonstrating according to the assessments/diagnostic

Tier 1 Instruction - universal instruction, meaning it is a teacher with the whole class lesson

Tier 2 Instruction - explicit instruction, meaning a small group lesson/skill taught by teacher, Title teacher, or Title para

Tier 3 Instruction - individual/small group instruction, meaning very specific and repetitive work with very specific skills

Benchmark Assessment - tests designed to measure student growth at specific times in the year and they occur at the beginning, middle and end of the school year

Progress Monitoring- systematic, frequent assessment of a students' reading skills using brief, valid measures to track growth, evaluate effectiveness of instruction or intervention, and guide timely adjustments to teaching

DESE - Department of Elementary and Secondary Education

Literature- written works used for instruction and assessment that provide varied vocabulary, syntax, background knowledge, and text structures

Universal Screener- a brief standardized assessment administered to all students multiple times per year to identify those who may be at risk for reading difficulties by measuring core early literacy skills

Frequently Asked Questions from Parents

1. Why do we have this comprehensive plan?

To ensure we are providing communication and purposeful reading instruction to meet the needs of all our students' reading abilities.

“The Missouri Department of Elementary and Secondary Education (DESE) has made the science of reading a priority for all literacy initiatives from birth through grade 12.”

2. What does dyslexia look like?

Dyslexia is 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. (from the Missouri Department of Elementary and Secondary Education website)

Characteristics of dyslexia vary depending on students' strengths and weaknesses. Key features of dyslexia may include but are not limited to:

- Difficulty in phonological awareness skills (e.g., rhyming, segmenting, and blending sounds)
- Difficulty learning the names and sounds of letters
- Confusion of letters and words with similar appearance
- Reversals of letters and words beyond the age of seven
- Difficulty arranging letters in the correct order when spelling
- Spelling the same word in different ways on the same page
- Persistent deficits in reading despite adequate instruction

3. How is a Specific Learning Disability identified?

In Knox Co. R-1 School District, special education eligibility is based on the Missouri (DESE's) criteria for special education standards. Eligibility determination is two-pronged: The evaluation must show 1) an inadequate response to intervention and/or significant discrepancy from cognitive abilities and 2) an adverse effect on educational performance which necessitates specialized instruction.

4. What is the difference between dyslexia and a Specific Learning Disability?

Both terms identify deficits in basic reading skills and reading fluency skills. Historically, the medical field has used the term dyslexia to refer to this learning profile, and DESE has used the term Specific Learning Disability. Individuals with a medical diagnosis of dyslexia may also meet DESE criteria for a Specific Learning Disability if their deficits have an adverse effect on educational achievement which necessitates specialized instruction. Not all students with dyslexia meet DESE criteria for a Specific Learning Disability.

5. How does the Knox R-I School District identify and support students with reading concerns?

Knox R-1 works proactively by universally screening all students to identify students at risk for reading difficulties. Students are screened at a minimum of three times per year, starting in kindergarten. When a student's reading progress is identified as "At-Risk", multiple sources of data are used to confirm the need for supplemental instruction. Once students receive supplemental instruction, frequent progress monitoring data are used to determine the effectiveness of instruction.

When a child has screened "At Risk" there are characteristics similar to those of students that have signs of dyslexia or other reading disabilities/challenges. Remember, we are not physicians and we cannot diagnose dyslexia. Therefore, if you have been given information about your child being "At Risk" you have the right to take them at your own will to seek medical advice, if you so choose.

6. My child has a private evaluation that identifies dyslexia. What happens next?

Parents are encouraged to share the results of their evaluation with the school team (e.g., school principal, school counselor, classroom teacher). Next steps will be determined through careful consideration of multiple sources of data, with each student's needs in mind.

7. What is a universal screener and what is the purpose?

A universal screener is an initial, brief assessment which focuses on critical reading skills and helps us predict future reading growth and development. DIBELS 8th is the universal screening tool at Knox R-1 Elementary. (more info continued on page 7)

A universal screener is:

- conducted at the beginning of the school year to identify students 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

The purpose of the universal screening is:

- to identify children as at-risk or not at-risk for reading failure
- to form small groups for instruction and intervention
- to plan instruction and intervention
- to set individual goals for student achievement
- to set exit criteria for intervention window(s).

All students in kindergarten through fifth grade will be administered a universal screener for reading performance within 30 days from the start of school each year. If students move in or transfer they are also screened within the first 30 days of their arrival.

8. How is data obtained from the universal screener analyzed?

Grade-level or content teams of teachers along with building administration and other support staff, meet weekly as part of a systematic process to review screening data, plan for intervention, and monitor progress.

Identification of Students who are At-Risk:

Upon receipt of screening results, teachers, with the support of their team, will determine if they have a classwide need for intervention. Ten school days will be utilized for implementation of classwide interventions prior to the identification of individual students as “at-risk” through the SST process. Students identified as “at-risk” in reading, following the implementation of classwide interventions (if needed), will move to tier 2 in the Multi-Tiered System of Supports. Parents are notified by letter when this occurs (see Appendix C for sample).

9. What is progress monitoring?

Progress monitoring is an ongoing assessment to determine student progress toward targeted goals. It is facilitated by classroom and Title teachers, as well as paraprofessionals. Progress monitoring focuses on specific skill deficits that are identified as needs by diagnostic measures. Progress monitoring is typically administered bi-weekly or monthly for Tier II and Tier III students.

The purpose of Progress Monitoring is to identify students who are not making adequate rate of improvement, to evaluate the effectiveness of interventions in order to close the achievement gap, and to compare the efficacy of different forms of instruction and/or programs.

Diagnostic Assessments

The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit your student's current abilities. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will lead to slightly harder questions, while a series of incorrect answers will lead to slightly easier questions. The Diagnostic is given to show your child's independent level of understanding. Diagnostic assessments are given throughout the year three times.

K	Skill/Concepts Assessed	1	Skill/Concepts Assessed
	Phonological Awareness		Phonological Awareness
	Phonics		Phonics
	High Frequency Words		High Frequency Words
	Vocabulary		Vocabulary
	Comprehension (Overall)		Comprehension (Overall)
	Literature		Literature
	Informational Text		Informational Text

2	Skills/Concepts Assessed	3	Skills/Concepts Assessed
	Phonological Awareness		Phonological Awareness
	Phonics		Phonics
	High Frequency Words		High Frequency Words
	Vocabulary		Vocabulary
	Comprehension (Overall)		Comprehension (Overall)
	Literature		Literature
	Informational Text		Informational Text

4	Skills/Concepts Assessed	5	Skills/Concepts Assessed
	Phonological Awareness		Phonological Awareness
	Phonics		Phonics
	High Frequency Words		High Frequency Words
	Vocabulary		Vocabulary
	Comprehension (Overall)		Comprehension (Overall)
	Literature		Literature
	Informational Text		Informational Text

iReady Literacy Tasks

The iReady Literacy Tasks is an one-on-one extension to the Diagnostic portion of iReady. The purpose for the Literacy Tasks is to determine the students reading fluency and to place them in a range of well below to proficient. The following Literacy Tasks will be administered at the listed times. Students in Kindergarten and First grade will be assessed over Letter Naming Fluency. And students in First Grade through 5th Grade will be assessed over Passage Reading FLuency. All passage reading fluencies contain two passages with an optional backup passage and are then averaged to determine the students mean score for Words Correct Per Minute. These scores will then reflect the Reading Fluency Composite score that will be used to identify those that need a Reading Success Plan. These assessments will be given by the Title Reading Teachers.

- Kindergarten:
 - MOY/EOY: i-Ready Literacy Task for Letter Naming Fluency (Mixed Case Letters)
- Grade 1:
 - BOY: i-Ready Literacy Task for Letter Naming Fluency (Mixed Case Letters)
 - EOY: i-Ready Literacy Task for Grade 1 Passage Reading Fluency
- Grade 2:
 - BOY/EOY: i-Ready Literacy Task for Grade 2 Passage Reading Fluency
- Grade 3:
 - BOY/EOY: i-Ready Literacy Task for Grade 3 Passage Reading Fluency
- Grades 4–5:
 - BOY/EOY: i-Ready Literacy Task for Grades 4–5 Passage Reading Fluency

***Students that move into the district will be assessed at time of move into the district.

Dyslexia Screening

The following assessments will be used as evidence of student performance related to the skills listed below. These skills are listed in the [DESE dyslexia guidance document](#) (click on link for more information) and are broken down in the tables below labeled “Dyslexia Screening Assessments” for each grade level. Screening will identify students who are at risk of reading difficulties or delays, be used to identify the need for intervention and to set goals for achievement.

The following actions will be taken in accordance with Missouri’s Dyslexia Guidance:

- The Dyslexia Screener will be administered to students in Kindergarten through 3rd Grade.
- Students will be screened at the beginning, middle, and end of each academic year. If a student transfers to our school from another school, that student will be screened for Dyslexia when he or she starts within our district.
- English Language Learners may potentially have characteristics of dyslexia. These students are at times missed because difficulties in reading can be erroneously blamed on language acquisition. These students will be screened for dyslexia related risk factors.
- Screening will be administered by Title teachers and Classroom teachers.

Dyslexia Screening Assessments

K	Skill	Assessment Name	Dates of Assessment BOY, MOY, EOY
	* Phonological/Phonemic Awareness	i-Ready DIBELS 8th Phoneme Segmentation Fluency (PSF)	BOY, MOY, EOY
	* Letter Naming Fluency	DIBELS 8th Letter Naming Fluency (LNF)	BOY, MOY, EOY
	* Rapid Automatic Naming	DIBELS 8th Rapid Automatized Naming (RAN)	BOY, MOY, EOY
	* Sound/Syllable Recognition	DIBELS 8th Nonsense Word Fluency (NWF)	BOY, MOY, EOY
	* Word Reading	DIBELS 8th Word Reading Fluency (WRF)	BOY, MOY, EOY

First Grade	Skill	Assessment Name	Dates of Assessment BOY, MOY, EOY
	* Phonological/Phonemic Awareness	i-Ready DIBELS 8th Phoneme Segmentation Fluency(PSF)	BOY
	* Letter Naming Fluency	DIBELS 8th Letter Naming Fluency (LNF)	BOY, MOY, EOY
	* Rapid Automatic Naming	DIBELS 8th Rapid Automatized Naming (RAN)	BOY, MOY, EOY
	* Sound/Syllable Recognition	DIBELS 8th Nonsense Word Fluency (NWF)	BOY, MOY, EOY
	Reading Comprehension	i-Ready	BOY, MOY, EOY
	Oral Reading Fluency	DIBELS 8th	MOY, EOY
	Word Recognition Fluency	DIBELS 8th Word Reading Fluency (WRF)	BOY, MOY, EOY
	Orthography (spelling)	DIBELS 8th Spelling	BOY, MOY, EOY

Second Grade	Skill	Assessment Name	Dates of Assessment BOY, MOY, EOY
	* Phonological/Phonemic Awareness	i-Ready Heggerty Bridge to Practice Assessment	BOY, EOY *if scored At Risk in PA on iReady
	* Phonics	i-Ready DIBELS 8th Nonsense Word Fluency (NWF)	BOY, MOY, EOY
	*Orthography (spelling)	DIBELS 8th Spelling	BOY, MOY, EOY
	*Oral Reading Fluency	DIBELS 8th Oral Reading Fluency (ORF)	BOY, MOY, EOY
	*Vocabulary	i-Ready	BOY, MOY, EOY
	*Reading Comprehension	i-Ready DIBELS 8th MAZE	BOY, MOY, EOY
	Rapid Automatic Naming	DIBELS 8th Rapid Automatized Naming (RAN)	

Third Grade	Skill	Assessment Name	Dates of Assessment BOY, MOY, EOY
	* Phonics	i-Ready DIBELS 8th Nonsense Word Fluency (NWF)	BOY, MOY, EOY
	*Orthography (spelling)	DIBELS 8th Spelling	BOY, MOY, EOY
	*Oral Reading Fluency	DIBELS 8th Oral Reading Fluency (ORF)	BOY, MOY, EOY
	*Reading Comprehension	i-Ready DIBELS 8th MAZE	BOY, MOY, EOY
	Vocabulary	i-Ready	BOY, MOY, EOY
	Phonological/Phonemic Awareness	i-Ready Heggerty Bridge to Practice Assessment	BOY, EOY *if scored At Risk in PA on iReady
	Rapid Automatic Naming	DIBELS 8th RAN	BOY, MOY, EOY

Fourth-Fifth Grade	Skill	Assessment Name	Dates of Assessment BOY, MOY, EOY
	Phonics	i-Ready LETRS Phonics Survey	MOY, EOY
	Vocabulary	i-Ready	BOY, MOY, EOY
	*Oral Reading Fluency	DIBELS 8th Oral Reading Fluency	BOY, MOY, EOY
	*Reading Comprehension	i-Ready DIBELS 8th MAZE	BOY, MOY, EOY
	Phonological/Phonemic Awareness	i-Ready Heggerty Bridge to Practice	BOY, EOY *if scored At Risk in PA on iReady

Tier 1 and Tier 2 Curriculum

Knox County R-1 Elementary uses the universal instructional curriculum called “CKLA” which stands for Core Knowledge Language Arts. CKLA is a curriculum created based on the science of reading. It is one of the approved curriculums DESE has authorized as being an explicit and systematic curriculum for tier 1 instruction. This is used for whole class reading and writing instruction.

The elementary also uses the tier 2 curriculum called the UFLI. UFLI stands for the University of Florida Literacy Institute. It is an initiative from the University of Florida that develops and implements evidence-based reading instruction programs, like the widely used "UFLI Foundations," to improve literacy outcomes for students and train educators. The elementary also utilizes Phonics for Reading, a research-based reading intervention program by Dr. Anita Archer that provides explicit phonics instruction for older students who are striving readers. This is used for small group instruction during RTI time also known as Response to Intervention.

Approved Evidence Based Curriculum for Tier 1 & 2 Instruction

K	Skill Concept	Tier 1 Core Instruction	Tier 2 Intervention
	Phonological/Phonemic Awareness	Heggerty Kindergarten Curriculum and CKLA	UFLI
	Phonics	CKLA	UFLI

First Grade	Skill Concept	Tier 1 Core Instruction	Tier 2 Intervention
	Phonological/Phonemic Awareness	Heggerty Primary Curriculum	UFLI and Equipped for Reading Success- David A. Kilpatrick
	Phonics	CKLA	UFLI
	Fluency	CKLA	UFLI
	Comprehension	CKLA	UFLI

Second Grade	Skill Concept	Tier 1 Core Instruction	Tier 2 Intervention
	Phonological/Phonemic Awareness	Heggerty Primary Curriculum	Equipped for Reading Success- David A. Kilpatrick
	Phonics	CKLA	UFLI
	Fluency	CKLA	UFLI
	Comprehension	CKLA	UFLI

Third Grade	Skill Concept	Tier 1 Core Instruction	Tier 2 Intervention
	Phonological/Phonemic Awareness	CKLA	Equipped for Reading Success- David A. Kilpatrick
	Phonics	CKLA	Phonics for Reading
	Fluency / Vocabulary	CKLA	Phonics for Reading
	Comprehension	CKLA	Phonics for Reading
	Morphology	CKLA	Phonics for Reading
	Multisyllabic Words	CKLA	Phonics for Reading

Fourth-Fifth Grade	Skill Concept	Tier 1 Core Instruction	Tier 2 Intervention
	Phonological/Phonemic Awareness	CKLA	Equipped for Reading Success- David A. Kilpatrick
	Phonics	CKLA	Phonics for Reading
	Fluency / Vocabulary	CKLA	Phonics for Reading
	Comprehension	CKLA	Phonics for Reading
	Morphology	CKLA	Phonics for Reading
	Multisyllabic Words	CKLA	Phonics for Reading

Analysis of Data

Assessment results will be reviewed by grade-level or content-area data teams using a systematic, district-wide process. These procedures will be applied consistently throughout the year, including during progress-monitoring cycles. Students who demonstrate deficits on the assessments will receive targeted instructional plans focused on the specific areas identified—such as phonological awareness, phonics, fluency, vocabulary, morphology, multisyllabic word reading, or comprehension.

Reading Success Plan Process K-5

In accordance with SB 681, a Reading Success Plan (RSP) is a plan created to support students who may be struggling in one or more areas of reading. An RSP must be provided for any student whose i-Ready Diagnostic Reading or other assessment scores result in an “At Risk” level for reading competency or reading readiness in the areas of:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Overall Lexile Score

Students who are on an RSP will be provided with Tier 2 and / or Tier 3 interventions with Title Reading, Classroom Teachers, or Paraprofessionals in their homeroom class or in other classroom settings.

Students cannot exit an RSP until they have passed the i-Ready Diagnostic in their specific skill deficits two out of two trials. SB 681 requires students to score above the “at risk” levels in the reading areas mentioned above.

Therefore, teachers are to provide resources for parents to use at home to help students with these specific reading areas defined in their RSP. They are to get resources multiple times throughout the academic year to continue helping students

improve their reading abilities. Students in Grade K-6 will also be offered additional instruction during summer school to help minimize the summer learning loss.

Teachers are to communicate with parents a minimum of 4 times throughout the academic school year about the progress of their students reading through phone, e-mail, conferences, and etc.

The following actions will be taken in accordance with state department guidance for RSP Assessments::

- Grades 1st through 5th grade will be screened and assessed within the first thirty days of the year, middle of the year and within the last thirty days of school for end of year benchmark testing. Progress monitoring shall occur for students not meeting norms.
- Kindergarten will be screened and assessed in December and will be completed by the deadline that is set by DESE. Kindergarten will also be screened within the last 30 days of the school year. Progress monitoring shall occur for students not meeting norms.
- Screening and assessments will include K-5 students transferring from other school districts (within and those transferring from another state)
- A student will be screened and assessed in grades 4-12, if experiencing consistent difficulty in phonological awareness, phonics, fluency, or comprehensive as noted by assessment scores, classroom teacher determination, or requested by the student's parent/guardian.
- Exemptions to screening and assessments exist. Included in this list are students with a current diagnosis of dyslexia, students with intellectual disabilities and sensory impairment (vision/hearing).
- English Learners may potentially have characteristics of dyslexia. These students are at times missed because difficulties in reading can be erroneously blamed on language acquisition. These students may be screened for dyslexia related risk factors.

Reading Success Plan 6-12

For students in grades 6–12 who continue from elementary school or who are at risk for or diagnosed with dyslexia, a Reading Success Plan (RSP) is required unless an IEP already addresses the reading deficiency. If an IEP covers it, a separate RSP is not needed, but it must still be reported.

We must review and update the RSP by using reading data, setting specific goals, choosing proven interventions, and monitoring student progress regularly.

Interventions must be direct and structured and may include small-group instruction (Tier 2), intensive support (Tier 3), or tutoring. Tier 1 instruction continues to support fluency, vocabulary, and comprehension.

Parents must receive written communication about their child's reading needs and plan. This includes current services, planned interventions, ways to support learning at home, progress updates, and end-of-year results.

A student may exit the RSP only after showing grade-level reading skills on more than one assessment and being successful with Tier 1 instruction alone. Progress will continue to be checked, and if the student begins to struggle again, support will be added back.

Intervention, Supports and Accommodations

All students will receive Tier 1 core instruction in literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, Knox County R-1 School District will provide support consistent with the findings of the assessments listed above.

Interventions/Curriculum:

- Core Knowledge Language Arts - Assessment and Remediation Guide
- Equipped for Reading Success- David A. Kilpatrick

Supports and Accommodations List:

- Read Alouds

- Modified Spelling Lists

Communication

Communication Action Steps	Audience	Format	Dates
Parent Letters: Informing parents their child is receiving services for reading	Parents/Guardians	Printed Letters (delivered in child planners or mailed home)	K - RSP students identified and letters sent out by the beginning of 3rd quarter 1st - 5th - RSP students identified and letters sent out by the beginning of 2nd quarter.
Teachers and parents will set up a meeting via phone or in person to discuss the plan.	Parents/Guardians & Teacher(s)	Phone Call, In person meeting, Letters home	Parent / Teacher Conferences- Fall and Spring Activity Nights / RSP Meetings - Fall and Spring
Teachers and parents will have quarterly meetings to discuss their child and their reading plan goals.	Parents/Guardians & Teacher(s)	Phone Call, In person meeting, Letters home	(see above)
Newsletters focused on			

Training Needed	Staff to Attend	Date of Initial Training	Dates of Follow Up Training
2 Hour Training Required	K-12 All practicing staff		
Assessment			
Analysis of Assessment			
Intervention			

Appendix

Appendix A - Parent Identification Letter

Appendix B - Student Exit Letter

(Date)

To the parent/guardian of _____,

At Knox County R-1 School district, Our educators 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. Our school has numerous school and district level supports in place including:

- High-quality core curriculum for all students
- High-quality classroom teachers and support staff
- Continuous assessments of each child's reading progress
- A comprehensive multi tiered system of support that includes Title 1 resources and RTI (Response to Intervention) small group instruction

In order to meet the requirements of SB 681, 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 provide to their child at school
- Increase systems of supports for students
- Develop a Reading Success Plan (RSP) for students that need 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-5, with iReady and DIBELS three times a year. According to our most recent screening your child 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 are needed at this time.
- ☐ Your student is at some risk of reading below expected levels according to the iReady and DIBELS screening results. The student will receive additional reading intervention according to the Elementary K-5 comprehensive literacy plan guidelines.
- ☐ Your student is below expected/proficient level. Additional interventions are required in addition to a detailed Reading Success Plan (RSP) to monitor and track student progress.

If you have any questions or need further information, please contact your student's classroom teacher at Knox County Elementary using the information provided above. Attached you will find the assessment information for your student.

Your Partner in Reading,

(Date)

To the parent/guardian of _____,

Your student has been receiving support with reading instruction. Our team of educators has reviewed your student's progress along with ongoing assessments. Your student's progress indicates that he/she has met the goals outlined in their Reading Success Plan . We will continue to monitor your child's progress and will contact you if they need additional support again.

Your student's progress should be celebrated. It is also important to continue reading to and with your student on a regular basis. Reading consistently and frequently helps independent readers continue to develop.

If you have any questions, please feel free to contact your student's classroom teacher.

Your partner in reading,