Comprehensive Literacy Plan

Braymer C-4

2024-2025

The Braymer C4 School district is dedicated to ensuring that all students are given the skills and supplements needed to achieve success in the area of literacy. At Braymer C4 we provide professional development opportunities for our teachers to receive in depth training and understanding of the science of reading. We provide supports for our students, both intervention and enrichment in order to meet individual needs. Our district, with guidance from the Missouri Department of Elementary and Secondary Education is committed to providing highly effective reading instruction to our students along with furthering support for our educators.

The contents of this document will include frequently asked questions about dyslexia, dyslexia screening, literacy, reading success plans, intervention, enrichment, assessments, and areas of support regarding literacy.

Why is there a need for a Comprehensive Literacy Plan?

Section 167.645, RSMo, states "At the beginning of the school year, each school district and charter school shall provide a reading success plan to any student who: (1) Exhibits a substantial deficiency in reading which creates a barrier to the child's progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or (2) Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia."

https://dese.mo.gov/media/pdf/reading-success-plan-guidance-missouri-school-districts

What is a Reading Success Plan (RSP)?
An 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.
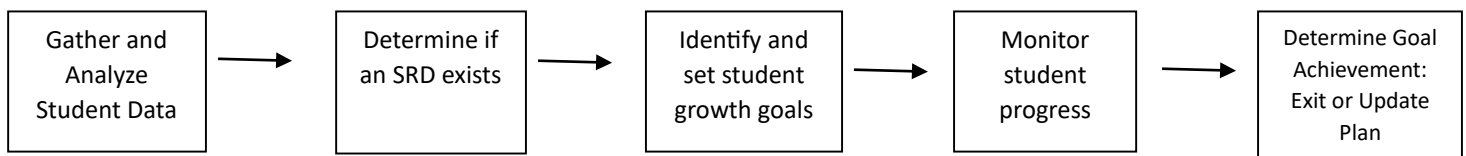https://dese.mo.gov/media/pdf/reading-success-plan-guidance-missouri-school-districts

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.
https://dese.mo.gov/media/pdf/reading-success-plan-guidance-missouri-school-districts

RSP Process

Gather and Analyze Student Data → Determine if an SRD exists → Identify and set student growth goals → Monitor student progress → Determine Goal Achievement: Exit or Update Plan

I. Gather and Analyze Student Data:

The first step in the RSP process is to gather and analyze student data. At a minimum, the body of evidence will include results from the state-approved foundational reading assessment as well as results from the required dyslexia screening, if administered separately from the state-approved foundational reading assessment. Once collected, local education agencies (LEAs) should review and analyze this body of evidence to determine if an RSP is required.

II. Determine if an SRD exists

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.

III. Identify and set student growth goals

By using the body of evidence of student reading data, teachers are able to pinpoint a student's specific area of growth, which provides in-depth information about instructional needs. When the assessment indicates a skill deficit, multiple data points for that specific skill and/or associated skills are included that help determine intervention needs and goals. Once student growth goals are set and defined, the RSP should be updated and revised as new progress monitoring data is collected.

IV. Monitor Student Progress

An RSP is designed to monitor the specific skills needing improvement identified by teacher observation, reading assessments, dyslexia screener, and any other relevant student reading data. The teacher should use those identified skills to select aligned, appropriate, and explicit interventions and assessments to measure growth. The teacher and administrator must make a careful decision about an evidence-based intervention.

V. Determine Goal Achievement: Exit or Update Plan

Determination of an SRD is based on a body of evidence that includes reading assessment results/screener results, teacher observation, and evidence of being at risk for dyslexia or an official diagnosis of dyslexia. The beginning-of-year reading assessment may be the first piece of evidence to indicate that a student needs additional support to make adequate progress in reading during the year. An LEA may use their discretion to place a student on an RSP who scores at approaching or meeting skill level on the beginning-of-year reading assessment if there is evidence of a reading deficiency and it is determined that the student needs additional support in reading instruction. If an LEA places a student on an RSP, all requirements of an RSP must be adhered to, including monitoring and reporting requirements.

Students who have an IEP that includes reading goals do not require an RSP. However, students who have an IEP that does not include reading goals and meet the requirements for an RSP must have an RSP. The individual needs of the student should dictate the goals and supports provided. All reading instruction must be evidence-based and grounded in the science of reading.

Body of Evidence: Data to measure literacy skills and inform instruction A body of evidence is a collection of information about a student's academic performance that, when considered in its entirety, documents the level of a student's academic ability. 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 if an LEA decides that summative assessments are appropriate and useful in measuring students' literacy skills.

Collecting data to measure literacy skills Senate Bill (SB) 681 (2022) requires the administration of a state-approved foundational reading skills assessment to all students in grades K-3 to identify those who may be at risk for having an SRD. Additional qualitative and quantitative data in the body of evidence will include school readiness assessments, summative assessments, observations, and samples of classroom work. Information about students' language proficiency and other factors that influence academic performance may also be included.

A complete body of evidence measuring students' literacy skills includes all components of reading and oral language. When selecting additional data, teachers should ensure the materials or evidence accurately measures the skill deficits and areas of need identified in the beginning-of-year reading assessment. See Appendix B for examples of data sources to collect and analyze essential foundational reading skills.

SB 681 (2022) and Dyslexia Educators, researchers, and policy makers generally agree that the defining characteristic of dyslexia is a deficit in word reading and processing. There is also general agreement that, to be diagnosed with dyslexia, children must have adequate vision and hearing acuity along with adequate cognitive skills to be able to learn to read (Elliot, 2020; International Dyslexia Association, 2002).

Students who are identified as being at risk of dyslexia in the statewide dyslexia screening or have a formal diagnosis of dyslexia will also be required to have an RSP. The LEA will provide an explanation that the instruction used to teach the child reading will be explicit, systematic, and diagnostic and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.

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

• Kindergarten

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

• Grade 1

  o 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

  o 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

  o 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

It is important to identify students at risk for reading disabilities early, provide instructional support targeted to individual student needs, monitor student progress and response to instruction over time, make adjustments to instruction as needed to ensure adequate progress toward important early literacy and reading goals, and evaluate outcomes for individual students and at a systems level. A key indicator of dyslexia is significant and sustained difficulty in gaining essential early literacy and reading skills despite being provided generally effective instruction. It's not enough to assess the student's skills, educators must also evaluate the instruction the student is receiving.

https://dese.mo.gov/media/pdf/reading-success-plan-guidance-missouri-school-districts

What is Dyslexia?

"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge." (IDA/NICHD, 2002)

https://dese.mo.gov/college-career-readiness/dyslexia

Exiting a student from an RSP

SB 681 (2022) requires that an RSP remain in place until the student demonstrates grade-level reading competency. The RSP will be updated and revised based on progress monitoring until grade-level reading competency is achieved. This guidance supports LEAs in determining when a student has reached grade-level reading competency and may exit an RSP.

When can a student exit an RSP?

Section 167.645, RSMo, requires that an RSP initiated in grades K-3 remains in place until the student demonstrates grade-level reading competency. A student can exit an RSP when the student:

● demonstrates proficiency in all appropriate foundational skills areas as indicated on state-approved assessment scores (and in some cases the student's overall body of evidence) for at least two consecutive reading assessments, and

● maintains grade level competency in reading through Tier 1 instruction alone.

When making the decision to remove a child from an RSP, the LEA should consider the context in which the student demonstrated reading competency and the likelihood the student will continue to progress in reading without the RSP in place. If a student who has been removed from an RSP and future data identifies an SRD, the student must be given a new RSP.

Educators must use elements from the template provided to demonstrate a student's progress over time. Those results must be documented, compiled into a schoolwide form (if applicable), and sent to their district. The LEA will then compile results from all schools within its district and report to DESE as required.

Considerations:

● Has the student demonstrated mastery of the minimum competencies consistently, over multiple measures?

● Does the student demonstrate reading competency in all sub-skills measured by the assessment?

● Do the assessment data align with the additional body of evidence?

● Does the student require additional support through Tier II or Tier III interventions in order to maintain grade level competency?

● If the student is an English Learner, was adequate language support provided through Tier 1 programming, including English Language Development instruction, to ensure continued progress in reading?

Exiting an RSP beyond Third Grade:

Because Section 167.645, RSMo, requires that an RSP acquired in grades K-3 remains in place until the student demonstrates grade-level reading competency, some students will remain on an RSP beyond third grade. While the process to exit a student from an RSP is similar, the assessments and the body of evidence used to determine reading proficiency beyond third grade may differ. Students remaining on an RSP beyond third grade will be required to continue state-approved beginning- and end-of-year reading assessments, progress monitoring, as well as parent communication as previously required in grades K-3.

Braymer Elementary School

K-6 Dyslexia Plan

The purpose of this document is to outline the actions of the Braymer C4 Public School District as it relates to identifying and servicing students at-risk for dyslexia. This is in accordance with the Missouri Department of Elementary and Secondary Education dyslexia guidance document and screening organizer.

Screening

The following assessment tools will be utilized as evidence of student performance related to the skills listed below. These skills are listed in the DESE dyslexia guidance document and screening organizer for each grade level. Screening will identify students who are at risk of reading failure, be used to identify need for intervention, and set goals for achievement.

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

> First through third grade will be screened within the first thirty days of the school year, mid and end of year benchmarking. Progress monitoring shall occur for students not meeting norms.

> Kindergarten initial screening will be completed by November 15. Kindergarten will also be screened within the last 30 days of the school year. Progress monitoring shall occur for students not meeting norms.

> Screening will include K-3 students transferring from a school within state (not previously screened) and those students transferring from another state.

> A student will be screened in grades 4-6 if experiencing consistent difficulty in phonological awareness, phonics, fluency, or comprehension as noted by assessment scores, classroom teacher determination, or requested by the student's parent/guardian.

> Exemptions to screening exist. Included in this list are students with a current diagnosis of dyslexia, students with intellectual disabilities and sensory impairment (visual/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.

Screening will be administered by classroom teachers. Training for individuals will be outlined in the professional development section of this document.

Kindergarten	Skill	Assessment Name	Dates for Assessment (BoY, MoY, Eoy)
	Phonological Awareness (words, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	STAR Early Literacy OR STAR CBM Phoneme Segmentation	MoY-November 15 EoY-May
	Phonics Sound/symbol recognition	STAR Early Literacy OR STAR CBM Receptive Nonsense Words	Moy-November 15 EoY-May
	Alphabet Knowledge (Letter naming fluency)	STAR Early Literacy OR STAR CBM Letter Names	MoY- November 15 EoY-May
	Rapid Naming	STAR CBM Rapid Naming	MoY- November 15 EoY-May

First Grade	Skill	Assessment Name	Dates for Assessment (BoY, MoY, EoY)
	Phonological Awareness (segmentation, blending, isolation, manipulation)	STAR Early Literacy OR STAR CBM Phoneme Segmentation	BoY-Within 30 days MoY-December EoY-May
	Phonics Sound/symbol recognition (Rapid Automatic Naming)	STAR Early Literacy OR STAR CBM Expressive Nonsense Words	BoY-Within 30 days MoY-December EoY-May
	Alphabet Knowledge (Letter Naming Fluency)	STAR Early Literacy OR STAR CBM Letter Names	BoY-Within 30 days MoY-December EoY-May
	Rapid Naming	STAR CBM Rapid Naming	BoY-Within 30 days MoY-December EoY-May
	Word Recognition	STAR CBM Sight and High Frequency Words	BoY-Within 30 days MoY-December EoY-May
	Orthography	STAR CBM Encoding	BoY-Within 30 days MoY-December EoY-May
	Reading Comprehension	STAR Early Literacy OR STAR Reading	BoY-Within 30 days MoY-December EoY-May

Second Grade	Skill	Assessment Name	Dates for Assessment (BoY, MoY, EoY)
	Phonological Awareness	STAR Reading OR STAR CBM Phoneme Segmentation	BoY-Within 30 days MoY-December EoY-May
	Phonics Sound Symbol	STAR Reading OR STAR CBM Expressive Nonsense Words	BoY-Within 30 days MoY-December EoY-May
	Oral Reading Fluency	STAR CBM Passage Oral Reading	BoY-Within 30 days MoY-December EoY-May
	Reading Comprehension	STAR Reading OR STAR Early Literacy	BoY-Within 30 days MoY-December EoY-May
	Orthography	STAR CBM Encoding	BoY-Within 30 days MoY-December EoY-May
	Rapid Naming	STAR CBM Rapid Naming	BoY-Within 30 days MoY-December EoY-May

Third Grade	Skill	Assessment Name	Dates for Assessment (BoY, MoY, EoY)
	Phonological Awareness	STAR Reading OR STAR CBM Phoneme Segmentation	BoY-Within 30 days MoY-December EoY-May
	Oral Reading Fluency	STAR CBM Passage Oral Reading	BoY-Within 30 days MoY-December EoY-May
	Phonics Sound Symbol	STAR Reading OR STAR CBM Expressive Nonsense Words	BoY-Within 30 days MoY-December EoY-May
	Reading Comprehension	STAR Reading OR STAR Early Literacy	BoY-Within 30 days MoY-December EoY-May
	Orthography	STAR CBM Encoding	BoY-Within 30 days MoY-December EoY-May
	Rapid Naming	STAR CBM Rapid Naming	BoY-Within 30 days MoY-December EoY-May

A student will be screened in grades 4-6 if experiencing consistent difficulty in phonological awareness, phonics, fluency, or comprehension as noted by assessment scores, classroom teacher determination, or requested by the student's parent/guardian.

Fourth-Sixth Grade	Skill	Assessment Name	Dates for Assessment (BoY, MoY, EoY)
	Phonological Awareness	STAR Reading OR STAR CBM Phoneme Segmentation	Ongoing
	Orthography	STAR CBM Encoding	Ongoing
	Oral Reading Fluency	STAR CBM Passage Oral Reading	BoY-Within 30 days MoY-December EoY-May
	Reading Comprehension	STAR Reading OR STAR Early Literacy	BoY-Within 30 days MoY-December EoY-May
	Rapid Naming	STAR CBM Rapid Naming	Ongoing
	Phonics Sound Symbol	STAR Reading OR STAR CBM Expressive Nonsense Words	Ongoing

Analysis of Data

Assessment results will be analyzed in grade level or content area data teams through a systematic process consistent throughout the district. These systems and processes should be utilized throughout the year, including progress monitoring periods. Students with deficits according to the assessments listed above will have specific identified instructional focus in the areas of phonological awareness, phonics, fluency, or comprehension as noted by the assessment.

Intervention, Supports, and Accommodations

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, Braymer Elementary School will provide support consistent with the findings of the assessments listed above.

Interventions: See *Screening Organizer*

Supports and Accommodations List: See *DESE Guidance Document,* pp. 3-9
Website: https://dese.mo.gov/media/pdf/curr-dyslexia-serving-students-at-risk-lea-guidance

Kindergarten	Skill Component	Tier 1 Core Instruction	Intervention
	Phoneme Segmentation Fluency	Guided Reading, Really Great Reading	FCRR, Heggerty
	Letter Naming Fluency	Guided Reading, Really Great Reading	FCRR, Heggerty
	Nonsense Word Fluency	Guided Reading, Really Great Reading	FCRR
	Word Reading Fluency	Guided Reading, Really Great Reading	FCRR

First Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonemic Segmentation Fluency	Guided Reading, Really Great Reading	FCRR
	Letter Naming Fluency	Guided Reading, Really Great Reading	FCRR
	Nonsense Word Fluency	Guided Reading, Really Great Reading	FCRR
	Word Reading Fluency	Guided Reading, Really Great Reading	FCRR

Second Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonemic Awareness	Guided Reading, Really Great Reading	FCRR
	Comprehension	Guided Reading	FCRR

Third Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Comprehension	Guided Reading	FCRR
	Fluency in Reading	Guided Reading, Really Great Reading	FCRR

Fourth-Sixth Grades	Skill Component	Tier 1 Core Instruction	Intervention
	Comprehension	Guided Reading	FCRR
	Fluency in Reading	Guided Reading, Really Great Reading	FCRR

Submission of Core Data to DESE

The following information will be submitted annually as Core Data to DESE for grades K-3.

- Screened Y/N
- Screening Tools Used
- At Risk: Y/N
- Action Taken Beyond Tier 1:
  - Reading Specialist
  - Title
  - Interventionist
  - Response to Intervention
  - Paraprofessional
  - SLP
  - Other, Specify

Professional Development for Dyslexia

The Braymer C4 Elementary School will provide two hours of dyslexia in-service training to all practicing staff grades preschool-sixth each school year. The training may include an introduction to dyslexia, dyslexia simulation, provide information on intervention, screening, progress monitoring, data based decision making, fidelity, and classroom supports.

Training Needed	Staff to Attend	Date of Initial Training	Dates of Follow Up Training
2 Hour Training Required	PreK-6 All Practicing Staff	August 16, 2024	Annually
Assessment	PreK-6 All Practicing Staff	August 16, 2024	Annually
Analysis of Assessment	PreK-6 All Practicing Staff	August 16, 2024	Annually
Intervention	PreK-6 All Practicing Staff	August 16, 2024	Annually

Communication to District Staff and Board of Education

Braymer Elementary School staff and board of education were provided information in Fall of 2023 regarding the district dyslexia plan. The following information was provided to staff pertaining to screening, analysis, intervention, professional development, and communication to stakeholders.

The school district will continue to update and provide information to school district staff and the board of education on a routine basis.

Communication Action Steps	Audience	Format	Dates
Board Policy 2812, 6215,6445	Braymer C4 School Board	Electronic, Board approval	October 14, 2024
2 hour Dyslexia Training	PreK-6 Staff	Vector Training	August 16, 2024

Parent Communication

Braymer Elementary School will provide information to parents regarding aspects of this plan. The following actions will be taken by the district. (See *DESE Guidance Document*, Appendix D)

Website: https://dese.mo.gov/media/pdf/curr-dyslexia-serving-students-at-risk-lea-guidance

Communication Action Steps	Audience	Format	Dates
Copy of Dyslexia Plan	Parents, Staff, Stakeholders	Electronic on school website	Annually
Parent Letter	Parents	Screening Notification Letter, Email	Annually at PT Conferences

Definitions for Screening Skill Components	
Letter-Naming Fluency	automaticity of letter identification
Nonsense Word Reading	as a screener, gives insights to underlying phonological awareness and decoding abilities
Oral Reading Fluency	ability to read with speed, accuracy, and proper expression
Orthography	refers to the spelling system
Phonological Awareness	a broad term that captures many skills including but not limited to; rhyming, alliteration, isolation, blending, segmentation, deletion and substitution, prior to the introduction of print.
Phonemic Awareness	phonemes are the smallest units of sounds within the oral language. There are 26 letters (graphemes) and 44 phonemes (sounds) in the English language.
Phonics	introducing printed graphemes and their corresponding phonemes
Phonological Memory	holding sequences of sounds (letters and numbers) in short term memory from oral cues
Rapid Automatic Naming	retrieval of known information; such as colors, numbers or objects presented by visual cues
Reading Comprehension	ability to read and listen to text, process it, and understand its meaning
Sound/Symbol:	relationship between isolated letters and their corresponding sound
Word Recognition Fluency	ability to verbally identify a familiar word within one second

Source: https://dese.mo.gov/media/pdf/curr-dyslexia-screening-organizer-by-grade

Sample Parent Letter (Identification)

Dear Parent/Guardian:

In the Braymer C-4 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 multi-tiered 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 will screen all students, K-6 with STAR Reading and STAR Early Literacy 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 Braymer C-4 screening results. The student will receive additional reading intervention according to the Braymer C-4 reading program guidelines.

- ☐ Your student is below expected/proficient level. Additional intervention is required and a detailed, individual reading plan has been created.

If you have any questions or need further information, please contact Tyna Morrison at Braymer C-4. Attached you will find the assessment information for your student.

Sincerely,

Tyna Morrison- Elementary Principal

Braymer C-4 School District

Sample Parent Letter (Reading Success Plan-RSP)

Dear Parent/Guardian(s):

This letter is an acknowledgement that you have received, in writing, your student's Reading Success

Plan (RSP) for the 2024-2025 school year. You are also acknowledging that your child's school has

provided you with at-home resources to help your student work towards grade level proficiency. By

signing this form, you are acknowledging that Braymer C-4 has made available your student's RSP for

you to review and that we have offered you a personal copy.

Signature: _____ Date: _____

Sample Parent Letter (Exit)

To the parent/guardian of _____,

Your student has been receiving additional support with reading instruction. We have reviewed your student's progress along with ongoing reading assessments. Your student's progress indicates that he/she is ready to discontinue the additional literacy support at this time. We will continue to monitor your student's progress and 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 me.

Sincerely,

Tyna Morrison

Elementary Principal

Braymer C-4 School District