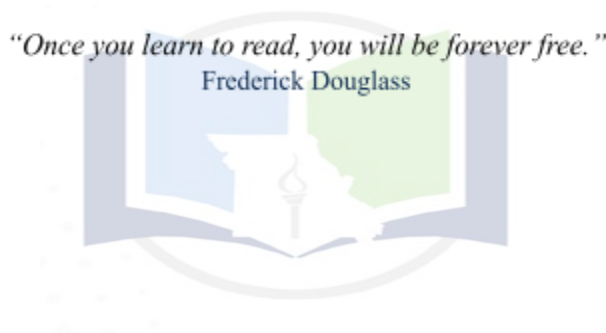


Ferguson-Florissant School District Literacy Plan

School Year 25-26



“Literacy is the ability to identify, understand, interpret, create, compute and communicate using visual, audible and digital materials across disciplines and in any context. The ability to read, write and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world” (International Literacy Association, 2018).

Purpose

The K-12 Ferguson-Florissant School District Literacy Plan is an evidence-based resource for administrators and teachers with useful information for parents and caregivers all along the K-12 continuum. It provides information on integrating literacy instruction with the state standards and current knowledge about literacy development.

Components of the District Literacy Plan

The most current research on literacy has been used to develop the district literacy plan which includes the following components. Each component, necessary for the literacy development of all children educated in FFSD, is interwoven to create a full picture of literacy education. This plan explains the key components and encourages a systemic and synchronized approach that includes district and community involvement.

Leadership and Sustainability

Leadership is a key component in any literacy initiative. FFSD is utilizing building principals, and instructional support leaders to be content experts around literacy instruction. Building leaders take part in all literacy training including LETRS as well as specific curriculum-embedded professional development.

Goal: Build teacher capacity by strengthening principal and ISL leadership

The role of the administrative leader and building level principal is of primary importance. Research suggests sustained, long-term commitment to the professional growth of teachers is a critical function of effective school leadership (Sebring & Bryk, 2000; Hargreaves & Fink, 2006; Mitchell & Sackney, 2009). FFSD is committed to quarterly cycles of professional learning that include building teacher capacity to deliver high quality literacy instruction rooted in the Science of Reading research. These cycles include lesson studies and/or instructional leadership walks led by instructional support leaders, building principals, and district leaders.

“Schools that have successful literacy programs show evidence of strong principal leadership, with focused attention on setting a literacy agenda, supporting teachers, accessing resources and building a capacity for further growth” (Booth and Roswell, 2007,

p.15). Principal leadership is essential to the strength and power of the FFSD Professional learning communities (PLCs). PLCs sustain the work of teachers who meet in grade level teams to practice lessons, reflect on student data, and engage in planning and goal setting.

Evidence:

Building and district level walk-through tools

Professional learning cycle protocols

Observation data

Standards-based Curriculum

The foundation of any literacy plan is a standards-based curriculum. A standards-based curriculum provides the content and expectations for all students to be successful in college, other post-secondary training and careers.

A strong, standards-based curriculum ensures students, teachers, administrators and parents of a rigorous and intentional curriculum aligned to the Missouri Learning Standards to promote student learning and success in reading, writing, speaking and listening across all content areas.

Goal: Utilize systems to evaluate and inspect curriculum implementation

FFSD is committed to utilizing resources that provide clear standards and aligned expectations in all content areas. The curriculum includes both formal and informal assessments, scaffolds, and enrichment opportunities to address the needs of all students. FFSD leadership teams conduct regular fidelity checks to determine levels of implementation and professional learning needs. The curriculum is reviewed and vetted according to the FFSD program evaluation cycle to ensure that data and research supports continued implementation and/or the need for revision.

Key components as outlined in the *State Literacy Plan Steps to Success*:

- provides clear expectations in all areas of literacy
- embeds explicit, evidence-based, grade-appropriate literacy instruction and instruction in research skills across the curriculum.
- challenges and develop students to think critically at high levels.
- allows differentiation to respond to individual student needs.

Evidence:

FFSD utilizes UFLI and Wit & Wisdom as its core ELA curriculum for grades K-2. And 95% Group and Wit & Wisdom for grades 3-5. Grades 6-12 uses Study Sync as its core curriculum for ELA.

The district has identified oral reading fluency as our big goal for literacy and “north star” for reading achievement. Based on this we have identified priority standards for ELA based on Missouri Learning Standards.

For kindergarten (K.RF.3.A.C and K.RF.3.A.D): develop phonics in the reading process

- Blending letter sounds to decode simple words
- Recognizing that new words can be created when letters are changed, added or deleted and using letter-sound knowledge to write simple messages and words

For 1st grade-5th grade (1.F.4.A., 2.F.4.A, 3.F.4.A, 4.F.4.A, 5.F.4.A): understand how English is written and read

- Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.

Intentional Instruction, Intervention and Enrichment

Effective instruction focuses on all learner groups, including age- and grade-level groups, high school, and special populations such as special education, gifted, dyslexic and English learners. It is important to recognize that certain instructional strategies,

structures and methodologies are more applicable and appropriate to specific learners. All literacy learners need to be engaged in speaking, listening, reading and writing for authentic purposes many times throughout the school day. The four key resources at the heart of high-quality instruction are

- strong instruction that allows student to shoulder the cognitive lift
- consistent opportunities to work on grade-level appropriate assignments
- a sense by students of deep engagement in what they're learning and
- teachers who hold high expectations for students and truly believe they can meet grade-level standards.

FFSD is focused on instruction that explicitly instructs in the 5 pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as identified in the National Reading Panel Report (2005) and addressing the Missouri Learning Standards. (MLS). Below are the links to the Missouri Learning Standards:

[K-5 Missouri Learning Standards](#)

[6-12 Missouri Learning Standards](#)

Evidence:

Elementary K-5

Specifically we have aligned our curricular resources in ways that support these pillars. Through UFLI phonics instruction (k-2) our students will get the strongest tier 1 instruction aimed directly at building a strong foundation in phonics and phonemic awareness. Through PALS starting in 2nd grade students will begin getting practice with fluency instruction. In the core knowledge-building curriculum of Wit & Wisdom students will be exposed to rich vocabulary leading to strong comprehension.

To support FFSD's focus on oral reading fluency, we are embedding intentional classwide fluency building intervention via Peer-Assisted Learning Strategies (PALS). Students will be partnered up based on current reading data to practice partner reading to increase reading fluency and comprehension.

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 respond to instruction over time.

Secondary 6-12

In addition to our core tier 1 Study Sync ELA curriculum we are embedding PALS into both the ELA block and across content areas (science and social studies).

Intervention

The need for supplemental instruction/intervention (Tier II/III) is typically determined through an MTSS team process, guided by benchmark data and other local assessment data. It is essential that we align interventions to student needs, deliver instruction with fidelity, and regularly evaluate impact on students. This process includes the following steps:

- Universal screening for all students (K-8–STAR Reading and STAR Early Literacy, 9-12–Achieve 3000 Literacy)
- High-quality, universal core instruction using research and evidence based curriculum resources
- Increasing levels of targeted, tiered support for struggling students
- Progress monitoring using valid, reliable assessment tools (STAR Curriculum Based Measures)
- Data-based decision-making

Tier 1: Universal: All students receive high-quality instruction with the core curriculum in a general classroom setting.

Tier 2: Small group intervention targeted based on an identified area of need. Support is given by the general education teacher outside of the established literacy block.

Tier 3: Intensive individual interventions designed to support students at risk.

The development of a district-wide Multi-Tiered System of Support (MTSS) is a critical action step. The district is refining the multi-tiered systems of support that identify and respond to the academic, social and emotional needs of all students.

Type of Intervention/Resource		
FFSD teachers and instructional staff have access to the district’s intervention resources as well as guidance on delivering intervention instruction.		
	<i>Tier 1</i>	<i>Tier 2/3</i>
<i>Phonemic Awareness</i>	<ul style="list-style-type: none"> ● UFLI ● 95% Group ● PALS Reading 	<ul style="list-style-type: none"> ● UFLI ● 95% Group
<i>Phonics</i>	<ul style="list-style-type: none"> ● UFLI ● 95% Group ● PALS Reading 	<ul style="list-style-type: none"> ● UFLI ● 95% Group ● Rewards (middle/high school)
<i>Fluency</i>	<ul style="list-style-type: none"> ● UFLI ● 95% Group ● PALS Reading 	<ul style="list-style-type: none"> ● UFLI ● 95% Group ● Rewards (middle/high school)
<i>Vocabulary</i>	<ul style="list-style-type: none"> ● Wit & Wisdom ● 95% Group ● StudySync (middle/high school) ● Actively Learn (middle/high school) 	<ul style="list-style-type: none"> ● Rewards (middle/high school) ● Achieve 3000 Literacy (middle/high school)
<i>Comprehension</i>	<ul style="list-style-type: none"> ● Wit & Wisdom ● PALS Reading ● StudySync (middle/high school) ● Actively Learn (middle/high school) 	<ul style="list-style-type: none"> ● Rewards (middle/high school) ● Achieve 3000 Literacy (middle/high school)

Reading Success Plans

The purpose of implementing Reading Success Plans is to:

- Identify students who are reading significantly below grade level
- Identify students who are at risk of reading failure/retention
- Plan instruction and prescriptive intervention
- Set individual goals for student achievement
- Address reading deficiencies to move students toward grade-level proficiency in reading.
- Set exit criteria for intervention.

According to Senate Bill 681, reading success plans are designed to address the needs of students reading one or more years below grade-level and needing intensive reading instruction. This handbook meets the requirements of the following sections of SB681:

- **Section 167.268, RSMo**
- **Section 167.268.3, RSMo**
- **Section 167.645.1, RSMo**

- **Section 167.645.2, RSMo**
- **Section 167.645.4, RSMo**

In accordance with SB 681, FFSD will address the significant reading deficit (SRD) of students by assessing all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading and/or reading readiness, as well as any newly enrolled student in grades four and five for their level of reading and/or reading readiness as measured by Star Early Literacy or Star Reading. Students who score below grade level will receive a Reading Success Plan. Any student who remains below the 25 percentile at the end of the school year in 3rd grade as measured by Star Reading will receive a Reading Success Plan the following school year as a 4th grader.

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 support provided. All reading instruction must be evidence-based and grounded in the science of reading.

Dyslexia

Our state approved screeners are Early Literacy and Star Reading. Our additional assessments (Star CBM) help us to determine a focus area for students at risk of dyslexia. Students (K-3) that score at the 25th percentile on the Star Reading or Early Literacy benchmark assessment should be administered the CBM(s) below. For the Rapid Automatic Naming (RAN) the universal CBM is 'Color'. Any student that receives a red check for either of the probes receives a parent letter. Dyslexia screening is completed for grades 1-3 within the first 30 days of school.

Assessment

Assessing literacy is a complex task. Assessments should reflect the multiple dimensions of reading and writing and the various purposes for assessment, as well as the diversity of the students being assessed. All literacy assessments are best used in combination with research-based effective practices, as well as teacher observation to monitor individual student progress.

All curriculum resources provide opportunities for formative assessment and summative assessment of student learning. These assessments effectively inform students' progress towards standards mastery.

Key components as outlined in the *State Literacy Plan Steps to Success*:

- demonstrates student proficiency in ELA standards
- informs lesson planning and instruction, including intervention and enrichment
- supports collaborative work and decision making

FFSD employs STAR Early Literacy and STAR Reading as a K-12 screener. Additionally K-6 uses the curriculum-based measures (CBM) to measure oral reading fluency, nonsense word fluency, phonemic segmentation fluency, and letter naming fluency.

FFSD is using the STAR CBMs as its "north star" for monitoring grade level reading progress and mastery of foundational skills. FFSD has goals for expressive nonsense word reading and oral reading fluency for the fall, winter, and spring for every grade level.

Partnerships

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).

Goal: Seek and establish partners to support literacy initiatives.

FFSD has partnered with a community partner to accept a literacy grant at one of our primary schools. We are piloting several initiatives at Commons Lane Primary this year in efforts to accelerate our early literacy achievement.

Educator Preparation, Recruitment, and Retention

FFSD is actively seeking partnerships and formalizing memorandums of understanding with several local partners to help with educator recruitment and placement for new teachers. Additionally we are investing in mid-career professional development programs to help teachers develop while staying in the classroom. We are also building out our use of teacher mentors to both empower veteran teachers as well as support our new teachers.

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