

Cooper County R-IV Comprehensive Literacy Plan

1. Vision and Mission

Vision: Every Cooper County R-IV student will graduate as a confident reader, writer, and communicator, equipped for success in college, career, and community life.

Mission: To provide equitable access to high-quality, evidence-based literacy instruction in every grade and subject area, supported by strong partnerships with families and the community.

2. Guiding Principles

- Literacy is a **shared responsibility** across grade levels and subject areas, in K-12 reading and writing
- Early identification and support are critical to long-term success.
- Instruction must be explicit, systematic, and rooted in the **Science of Reading**.
- Families and community partnerships strengthen literacy development.
- Data-driven decision making ensures instruction meets student needs.
- Professional growth of teachers directly impacts student achievement.
 - Assess strengths and needs
 - Create a Literacy team
 - CSIP and Literacy Plan are tied together
 - Utilize Read, Lead, and Succeed-Research behind the 6 domains looked at in a CLP
 - Whitley Melton-Heart of America Literacy Consultant

3. District Goals (2025–2028)

- **Early Literacy:** By Grade 3, at least **90% of students will read on or above grade level**.
 - **Closing Gaps:** Reduce literacy achievement gaps among subgroups (SPED, low-income, EL) by **15% within three years**.
 - **Writing Proficiency:** Increase the percentage of students scoring proficient or advanced in writing on state/local measures by **10% annually**.
 - **Disciplinary Literacy:** Ensure literacy strategies are embedded in **all content areas** (science, social studies, CTE, agriculture).
 - **Engagement:** Provide students with **daily opportunities for authentic reading and writing** across grade levels.
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4. Literacy Framework

- **Pre-K–3:** Foundational skills (phonemic awareness, phonics, fluency, vocabulary, comprehension).
 - **Grades 4–8:** Expanding comprehension strategies, academic vocabulary, reading to learn, multi-paragraph writing.
 - **Grades 9–12:** Disciplinary literacy, research skills, argument writing, public speaking, career/technical reading & writing.
 - **Writing K–12:** Opinion/argument, informative/explanatory, narrative, aligned with Missouri Learning Standards.
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5. Instructional Practices

- **Core Reading Program (K–5):** Evidence-based, aligned to Science of Reading.
 - **Daily Writing Opportunities:** Journals, essays, lab reports, reflections, creative writing.
 - **Gradual Release of Responsibility:** *I Do, We Do, You Do* model.
 - **Use of Complex Texts:** Both fiction and nonfiction, culturally relevant, grade-level aligned.
 - **Technology Integration:** Digital reading platforms, writing tools, AI-assisted feedback (with safeguards).
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6. Assessment System

- **Universal Screening:** Three times per year (e.g., i-Ready, Hegerty, DIBELS).
 - **Formative:** Running records, fluency checks, writing samples, exit tickets.
 - **Diagnostic:** For students not meeting benchmarks, to identify skill gaps.
 - **Progress Monitoring:** Every 2–3 weeks for Tier II/III students.
 - **Summative:** MAP, EOC, district benchmarks.
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7. Intervention & Support (MTSS)

- **Tier I:** High-quality core instruction for all students.
 - **Tier II:** Targeted small-group instruction (phonics, comprehension, fluency).
 - **Tier III:** Intensive 1:1 or very small group support with the Title I Reading teacher.
 - **Special Populations:** Differentiated support for English Learners, students with IEPs, and advanced learners.
 - **Summer Literacy Opportunities:** **Dolly Parton** Imagination Library, partnerships with BTECH, and library programs.
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8. Professional Development

- Ongoing training in **Science of Reading** and evidence-based practices.
- PLCs dedicated to **data analysis and lesson design**.
- Coaching cycles with instructional leaders, Readers First teachers, and Title I specialists.
- Cross-content PD for middle and high school teachers (disciplinary literacy).
- Collaboration with regional agencies (RPDC, DESE literacy grants).

9. Family & Community Engagement

- **Literacy Nights:** Hands-on parent workshops for reading strategies at home.
 - **Take-Home Resources:** Book bags, phonics games, writing prompts.
 - **Partnerships:** Local libraries, HomeWorks!, Parents as Teachers, BTECH, and civic groups to promote reading.
 - **Communication:** Regular newsletters with at-home literacy tips.
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10. Monitoring & Evaluation

- Annual **Literacy Data Report** to the school board and community.
 - Mid-year and end-of-year reviews of literacy benchmarks.
 - Adjustments to interventions and PD based on student progress.
 - Continuous improvement cycle, aligned with MSIP and DESE reporting.
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Cooper County R-IV Comprehensive Literacy Plan-

BOE Report September 18, 2025

Vision

Every Cooper County R-IV student will graduate as a confident reader, writer, and communicator, prepared for college, career, and citizenship.

Mission

To provide equitable access to high-quality, evidence-based literacy instruction in every grade and subject area, supported by strong partnerships with families and the community.

Guiding Principles

1. Literacy is a shared responsibility across all grade levels and subject areas.
 2. Early identification and intervention are critical to long-term success.
 3. Instruction is explicit, systematic, and rooted in the Science of Reading.
 4. Families and community partnerships strengthen literacy development.
 5. Data-driven decisions ensure instruction meets student needs.
 6. Professional learning for teachers directly impacts student outcomes.
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District Literacy Goals (2025–2028)

Goal Area	District Target	Measurement Tool
Early Literacy	90% of students will read on or above grade level by the end of Grade 3	i-Ready, DIBELS, MAP
Closing Gaps	Reduce subgroup achievement gaps by 15% over three years	State & local assessment data
Writing Proficiency	Increase writing proficiency by 10% annually	District rubrics, MAP, EOC
Disciplinary Literacy	Literacy strategies embedded across all content areas	Lesson plans, classroom walkthroughs
Engagement	Daily authentic reading/writing in every grade	Teacher lesson plans, student work samples

Literacy Framework

Pre-K–3: Foundational skills in phonemic awareness, phonics, fluency, vocabulary, comprehension.

Grades 4–8: Comprehension strategies, academic vocabulary, informational text analysis, multi-paragraph writing.

Grades 9–12: Disciplinary literacy, research, argument writing, career/technical literacy.

Writing K–12: Narrative, informative, and argumentative writing aligned with Missouri Learning Standards.

Instructional Practices

- Explicit, systematic phonics instruction in early grades.
 - Gradual Release of Responsibility (I Do, We Do, You Do).
 - Daily opportunities for independent and collaborative reading and writing.
 - Complex, diverse texts integrated into all grade levels.
 - Technology tools for literacy support, feedback, and creation.
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Assessment System

Assessment Type	Purpose	Frequency
Universal Screening	Identify students at risk	3x annually
Formative	Monitor daily/weekly progress	Ongoing
Diagnostic	Pinpoint specific skill gaps	As needed
Progress Monitoring	Track Tier II/III interventions	Every 2–3 weeks
Summative	Measure overall achievement	End of year (MAP, EOC)

Intervention & Support (MTSS)

- **Tier I:** High-quality core instruction for all students.
 - **Tier II:** Targeted small-group support for skill gaps.
 - **Tier III:** Intensive, individualized intervention.
 - **Special Populations:** Differentiated supports for EL, SPED, and gifted students.
 - **Summer Opportunities:** Reading camps and community partnerships (library, 4-H).
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Professional Development

- Training in the Science of Reading and evidence-based practices.
 - Collaborative data teams focused on data analysis and lesson design.
 - Literacy and curriculum coaching through DCI initiatives and peer observations.
 - Secondary teacher training in disciplinary literacy.
 - Collaboration with RPDC and DESE initiatives.
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Family & Community Engagement

- Family Literacy Nights and parent workshops.
 - Home resources (book bags, phonics games, writing prompts).
 - Partnerships with libraries, BTECH, Homeworks!, Parents as Teachers, local government and civic groups.
 - Parent newsletters with practical reading strategies.
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Monitoring & Evaluation

- Annual Literacy Report presented to the Board of Education.
 - Mid-year and end-of-year benchmark reviews.
 - Continuous improvement cycle, with revisions as needed.
 - Alignment with MSIP accountability and DESE literacy priorities.
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Cooper County R-IV Literacy Plan: At a Glance

Our

Vision

Every student will become a **confident reader, writer, and communicator**—ready for success in school, college, career, and life.

Our Goals (2025–2028)

- ✓ **Early Literacy:** 90% of students reading on grade level by the end of 3rd grade.
 - ✓ **Closing Gaps:** Reduce achievement gaps for struggling groups by 15%.
 - ✓ **Writing Growth:** Improve student writing by 10% each year.
 - ✓ **Literacy Everywhere:** Reading and writing strategies in all subjects.
 - ✓ **Engagement:** Daily opportunities for real reading and writing.
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What Students Will Experience

Strong Foundations: Phonics, fluency, vocabulary, and comprehension.

1. **Writing Every Day:** From journals to research papers.
 2. **Literacy in All Subjects:** Reading in science, social studies, and agriculture.
 3. **Relevant Texts:** Complex, diverse books and materials.
 4. **Smart Use of Technology:** Digital tools to support learning.
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How We Measure Progress

- **Screening Tests** (a minimum of 3 times per year)
 - **Classroom Checks** (teacher observations, samples, quizzes)
 - **State Tests** (MAP & EOCs)
 - **Progress Monitoring and RTI** for students needing extra support
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Support for Students

- **Tier I:** Strong instruction for all students.
 - **Tier II:** Small-group help for skill gaps.
 - **Tier III:** Intensive, one-on-one support if needed.
 - **Special Programs:** Tailored help for English Learners, special education, and gifted students.
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Family & Community Partnerships

-  Title I Literacy Nights, HomeWorks!, Parents as Teachers Events, & Parent Workshops
 -  Take-home resources for practice
 -  Partnerships with libraries, BTECH, Community Resources, and FFA
 -  Regular newsletters with tips for at-home reading
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Our Commitment: CCRIV will annually monitor and share student progress with families and the community to ensure they become lifelong learners, readers, and writers.

Cooper County R-IV Comprehensive Literacy Plan (CLP)

Screening	Title I Intervention	Whole Group	Small Group	Special Education	Data Collection
i-Ready Reading Screeners i-Ready Given 3 times year BOY, MOY, and EOY All students grade K-8 Measures • Phonological Awareness • Phonics • High-Frequency Words • Vocabulary • Comprehension: Informational Text • Literature	DIBLES Progress monitor all students below level weekly. RTI Group Instruction Individualized Instruction for Tier 3 Students	FUNDATIONS Whole group taught by Title teacher PreK-4 and Wilsons 5-6	iReady Instructional Grouping Group students based on their iReady Diagnostic and has skills to work on in small group	Fundations Grades K-6 On level of student	i-Ready BOY, MOY, EOY *30 minutes per week per subject on their level

DIBELS BENCHMARK (As dyslexia screener) Given 3 times a year BOY, MOY, EOY K-6	Wonders Reading Grades K-6 small group	Heggerty Grades PK-1 Teaches phonological awareness	Decodable Books/ leveled books *Grades K-6	Heggerty Grades K-6 on their level one on one	Dyslexia Screener DIBELS Grades K-6 Measures if students are at risk for dyslexia
KOF Kindergarten observation form - BOY	READING INTERVENTION PLANS K-6 individual basis per iReady Information and OM scores	WONDERS K-6 Whole groups reading	WONDERS K-6 Small group as skilled based need	WONDERS As needed based on student level.	KOF Kindergarten beginning of year screening

Annual Action Steps for a Comprehensive Literacy Team

1. Establish Team Foundations

- Define the team's mission, vision, and goals for literacy.
- Identify team members (administrators, teachers across grade levels/content areas, interventionists, special education, ELL, librarian/media specialist, parent/community rep).
- Develop norms and meeting schedules.

2. Conduct Needs Assessment

- Review student literacy data (state assessments, benchmarks, screeners, diagnostic tools).
- Examine teacher instructional practices and curriculum alignment.
- Collect input from staff, students, and families on literacy needs and strengths.
- Identify gaps in reading, writing, speaking, and listening across grade levels.

3. Set Literacy Goals

- Establish clear, measurable goals (e.g., % of students meeting grade-level reading benchmarks, writing proficiency targets, growth goals for subgroups).
- Align goals with the district's CSIP (Comprehensive School Improvement Plan).

4. Curriculum & Instruction Review

- Audit literacy curriculum for alignment to state standards.
- Identify and adopt evidence-based instructional practices (phonics, vocabulary, fluency, comprehension, writing across the curriculum).
- Ensure tiered interventions (MTSS/RTI) are in place for struggling readers/writers.

5. Professional Development

- Plan PD to address identified instructional gaps.
- Provide training on effective literacy strategies, data-driven instruction, and intervention models.
- Create opportunities for peer collaboration and coaching cycles.

6. Family & Community Engagement

- Develop strategies to involve families in literacy (family literacy nights, reading logs, take-home resources).
- Partner with local libraries, 4-H, or community groups to support reading and writing outside of school.

7. Monitor Progress

- Establish a data review cycle (quarterly or more frequently).
- Track student progress on literacy benchmarks and interventions.
- Adjust instruction and support based on data trends.

8. Evaluate & Refine

- Assess effectiveness of curriculum, PD, and interventions annually.
- Collect teacher and student feedback.
- Revise literacy plan and update goals to ensure continuous improvement.

Comprehensive Literacy Team: Year-at-a-Glance Action Plan

Summer / July–August

- **Team Setup & Foundations**

- Establish literacy team membership, roles, and meeting schedule.
 - Review CSIP goals and align literacy priorities.
 - Conduct curriculum audit (review resources, gaps, standards alignment).
 - Analyze prior year's student literacy data.
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Fall / September–October

- **Needs Assessment & Goal Setting**

- Gather beginning-of-year data (screeners, diagnostics, formative assessments).
 - Identify at-risk students and plan interventions (MTSS/RTI).
 - Set measurable literacy goals (schoolwide and grade-level).
 - Launch family engagement initiative (e.g., Back-to-School Literacy Night).
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Late Fall / November–December

- **Instructional Support & PD**

- Provide teacher PD on evidence-based literacy practices (phonics, comprehension, writing across content areas).
- Implement classroom walkthroughs with a literacy focus.
- Begin intervention progress monitoring cycles.
- Share mid-semester data with staff and families.

Winter / January–February

- **Midyear Review & Adjustments**

- Review midyear data and adjust goals/interventions.
- Share data trends with teachers (celebrate gains, address gaps).
- Provide refresher PD or coaching cycles based on needs.
- Host a family literacy event (e.g., “Reading Under the Stars” or writing showcase).

Spring / March–April

- **Sustain & Expand**

- Continue progress monitoring and intervention cycles.
- Pilot or adopt supplemental literacy resources if gaps are identified.
- Integrate writing across the curriculum (science, social studies, etc.).
- Collect teacher/student feedback on literacy supports.

Late Spring / May–June

- **End-of-Year Evaluation & Planning Ahead**

- Review end-of-year data (state assessments, benchmarks).
- Evaluate effectiveness of literacy initiatives and interventions.

- Identify PD needs for summer/in-service days.
- Revise literacy action plan for next year.
- Celebrate literacy growth (student awards, recognition events).

The Instruction, Curriculum, Environment, and Learner (ICEL) Diagnostic Matrix

To collect data across the four ICEL domains, the CCRIV collaborative data teams will cross-reference them with the **review, interview, observe, and test (RIOT)** assessment framework

Domain	Review (R)	Interview (I)	Observe (O)	Test (T)
Instruction	Check literacy lesson plans and pacing guides.	Ask the teacher about their reading instructional style.	Watch if the teacher provides explicit phonics modeling.	Evaluate teacher fidelity checklists for reading interventions.
Curriculum	Analyze the readability levels of the core reading program.	Ask curriculum coordinators about the phonics scope/sequence.	Observe student engagement with the assigned reading texts.	Evaluate the structural difficulty of curriculum-embedded tests.
Environment	Check seating charts, physical layout, and literacy station schedules.	Ask the student if the classroom noise level impacts their concentration.	Watch for lighting issues or behavioral distractions during reading blocks.	Compare classroom literacy growth averages against other classes.
Learner	Examine past report cards, intervention logs, and attendance records.	Interview parents about early speech or language milestones.	Track on-task behaviors during independent writing or reading tasks.	Administer a diagnostic reading assessment (e.g., phonemic awareness or fluency probes).

The ICEL Walkthrough Rubric Framework at a glance: What did you observe

ICEL Domain	Core Walkthrough Question	What to Look For (Look-Fors)
Instruction	Is the teaching evidence-based, explicit, and paced correctly?	• Mode of delivery (guided practice, lecture, small group) • Scaffolding and clear modeling • Adequate wait time for student responses • Pacing aligned to lesson objectives
Curriculum	Does the content match the student's needs and current skill level?	• Accessible, differentiated materials • Clear learning targets posted in student-friendly language • Explicit teaching of prerequisite vocabulary • Clear alignment with district scope and sequence
Environment	Does the classroom routine and setup support proactive learning?	• Physical layout (seating arrangements, visibility) • Smooth transitions with minimal lost time • Clear behavioral and academic expectations • Maximized engagement, low distraction
Learner	How do student traits interact with the classroom systems?	• Academic engagement levels (active vs. passive) • Student responses matching instruction types • Interaction with peers and use of support tools • Execution of independent tasks