

Kirksville R-III School District



Comprehensive Literacy
and Dyslexia Plan
2025-26

Mission

The Kirksville R-III School District will partner with families and the community to engage, educate, and empower all learners.

Vision

Cultivating Pride Through Excellence

Leadership

The Literacy Team at Kirksville R-III will consist of the following:

Benjamin Taylor - Curriculum Director	
Diana Johnson - Principal, Kirksville Primary School	(K-2)
Meghan Martin - Assistant Principal, Kirksville Primary School	(K-2)
Angela Meintz - Instructional Coach, Kirksville Primary School	(K-2)
Nicole Marshall - Principal, Ray Miller Elementary School	(3-5)
Amee Jones - Assistant Principal, Ray Miller Elementary School	(3-5)
Casey Amidei - Reading Interventionist, Ray Miller Elementary School	(3-5)
Brandi VanDelft - Principal, William Matthew Middle School	(6-8)
Rylie Cardwell - ELA Instructional Leader, William Matthew MS	(6-8)
Janelle Stephens - Librarian, William Matthew Middle School	(6-8)

Missouri Learning Standards

Literacy instruction at Kirksville R-III is varied based on the level of need of the individual and small groups of students. Expectations are set based on Missouri Learning Standards, approved reading resources (Wonders, Wit & Wisdom, Foundations, and Heggerty), formal and informal assessments, and District reading curriculum. IEP goals (when applicable), assessment performance, student needs, and parent input drive instruction in Tiers 1, 2 and 3.

Instruction/Intervention

Kirksville R-III values instruction at all levels and strives to educate students based on their individual needs. Data taken from a variety of sources including but not limited to STAR Early Lit, STAR reading, curriculum listed resources, teacher and parent observation will drive instruction in all tiers. Tier 1 reading instruction, that will teach the five pillars of reading, will occur with the classroom teacher utilizing building level resources. Additional data will drive instruction in tiers 2 and 3, which will be implemented through the use of MTSS (Multi-Tiered Systems of Support) groups.

Assessment

The Kirksville R-III School District will utilize Renaissance Learning-Star Assessments for Missouri Reading as our primary literacy assessment of students in grades K-5. We will test students in grades 1-5 on the 5 pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension during the first 30 days of school. Kindergarten students will be tested before November 15. Secondary assessments will be used to further evaluate students as needed. Once the data are evaluated, reading interventionists and grade level teachers will develop Reading Success Plans to be carried out during the school year.

Screening

The following table outlines reading skills to be screened, the assessment tools that will be utilized for each skill and a timeline for completion. These skills are listed in the DESE Reading Success Plan guidance document. Screening will identify students who are at risk in reading, aid in identifying areas for intervention and set goals for growth in reading. Once screening is complete and students are identified, the classroom teacher and/or reading interventionist will progress monitor struggling readers. The following actions will be taken in accordance with state department guidance:

- First through eighth grade students will be screened within the first thirty days of the school year. Students will be screened quarterly. Progress monitoring shall occur for students below the 32nd percentile.
- Kindergarten will be screened by November 15. Kindergarten will also be screened at the end of the year. Progress monitoring shall occur for students below the 32nd percentile.
- Screening will include K-5 students transferring for a school within state (not previously screened) and those students transferring from another state.
- A student will be screened in grades 9-12 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 (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.

Screening will be administered by Reading Interventionists and/or Classroom Teachers.

	Universal Screening administer to all students	STAR CBM Measures for Secondary Assessment administer to students at risk	Dyslexia Screener administer universal screener + CBMs listed below to all students
<p>Screening 1: Grades 1-5, within the first 30 school days or October 18th, whichever comes first. Kindergarten, before November 15th. Students who newly enroll in the district after the start of school will be screened within the first 30 days of enrollment.</p> <p>Screening 2: Within the last 30 school days of the school year.</p>			
Kindergarten	STAR Early Literacy	Phoneme Segmentation	STAR CBM Rapid Automatic Naming
Grade 1	STAR Early Literacy	Phoneme Segmentation	STAR CBM Rapid Automatic Naming STAR CBM Encoding
Grade 2-3	STAR Early Literacy or STAR Reading	Phoneme Segmentation Expressive Nonsense Words Passage Oral Reading	STAR CBM Rapid Automatic Naming STAR CBM Encoding
<p>Students who have not exited their Reading Success Plan (RSP) before the end of Grade 3 must complete a beginning and end-of-year assessment until the end of Grade 5 or until they exit their RSP, whichever comes first. Use screening timeframes listed above.</p>			
Grades 4-5	STAR Reading	Phoneme Segmentation Expressive Nonsense Words	

		Passage Oral Reading	
Grades 6-8	STAR Reading		

Analysis of Data

Assessment results will be analyzed in grade level teams through a systematic process consistent throughout the district. These systems and processes will 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.

Next Steps

If a student scores below the 32nd percentile, the following steps will be taken:

Primary School

Performance Level	Progress Monitoring Tools	Intervention Available

Ray Miller Elementary

Performance Level	Progress Monitoring Tools	Intervention Available
Below the 32nd PR and at risk on CBM <ul style="list-style-type: none"> • Area of greatest need becomes the focus of the RSP 		

William Matthew Middle School

Performance Level	Progress Monitoring Tools	Intervention Available

Exiting Criteria

A student will exit their RSP when they receive 2 consecutive Benchmark STAR Reading scores above the 32nd percentile and are receiving grade level scores on their CBM progress monitoring assessments. Benchmark scores are given at the beginning, middle, and end of the school year.

Partnerships

Kirksville R-III believes the most successful educational outcomes occur when the District establishes partnerships with the families of its students and the community. When collaboration between home and school happens, students will experience greater growth in academic areas.

Kirksville R-III School District staff and Board of Education will be provided information regarding the Comprehensive Literacy Plan. The following information will be provided to staff pertaining to screening, analysis, intervention, professional development and communication to stakeholders.

The Kirksville R-III School District will continue to update and provide information to District staff and the Board of Education on a routine basis during each school year.

Communication Action Steps	Audience	Format	Dates
Plan posted to the District website	Community	Link to Plan Document	Updated August of each school year
Presentation of CLP to Board of Education	Board of Education	Presentation and copy of CLP	October
CLP training for teachers	Certified Teachers and Administration	In person presentations/email communication	Information at Back to School meetings

Parent Communication

Kirksville R-III School District will provide information to parents regarding aspects of this plan and strategies to teach students at home.

Communication Action Steps	Audience	Format	Dates
Plan posted to the District website	Community	Link to Plan	Updated each August as needed
Parent RSP Notification Letters sent home	Parents/Guardians	Parent RSP Notification Letter	K- student letters sent out by Jan. 31 each school year 1st-5th - student letters sent out by Sept. 30 each school year
Initial RSP Meetings via In Person or Phone	Parents/Guardians & Teacher(s)	Phone call or in person meeting	Parent/Teacher Conference-October each school year
RSP quarterly communication to discuss RSP goals and Progress Monitoring	Parents/Guardians & Teacher(s)	Phone call, in person meeting, or letter home	2nd, 3rd and 4th quarter
End-of-year RSP update	Parents/Guardians & Teacher(s)	Letter	End of 4th quarter
Newsletter-Helping	Parents/Guardians	Letter Sent home via	Monthly

Children Learn		student	
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Dear Parent/Guardian:

In the Kirksville R-III 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 MTSS 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 screen all students, K-5, with Renaissance Place quarterly. 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 are needed.
- Your student is at some risk of reading below expected levels according to Kirksville R-III screening results. The student will receive additional reading intervention according to the Kirksville R-III reading program guidelines.
- Your student is below expected/proficient level. Additional intervention is required in addition to a detailed, Reading Success Plan (RSP).
- Your student will continue a previous Reading Success Plan (RSP). To exit the RSP students must obtain two consecutive meeting or exceeding scores on the appropriate STAR Assessment and be receiving only Tier 1 classroom instruction. We will continue to monitor progress and update you.
- Your student is an English Language Learner with an ACCESS score of 2.0 or below. Therefore they will receive classroom push-in services and/or classroom pull-out services. When their listening and speaking skills reach the required ACCESS score, we will be able to assess their reading progress using the STAR universal screener.

If you have any questions or need further information, please contact your student's teacher. Attached you will find the assessment information for your student.

Sincerely,

Diana Johnson (Kirksville Primary School)- Principal
Nicole Marshall (Ray Miller Elementary School)- Principal

**Kirksville R-III
Reading Success Plan**

Student Name:	Grade:
Teacher Name:	School Year:
Other Identified Plans:	<input type="checkbox"/> IEP <input type="checkbox"/> 504 <input type="checkbox"/> Other:

History of Achievement (include strengths and areas of need from previous years based on assessments and parent input):	
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State Approved Assessment Results

1st Quarter	<u>STAR/Early Lit</u> Lexile Score: PR: CBM Results	Comments:
2nd Quarter	<u>STAR/Early Lit</u> Lexile Score: PR: CBM Results	Comments:
3rd Quarter	<u>STAR/Early Lit</u> Lexile Score: PR: CBM Results	Comments:
4th Quarter	<u>STAR/Early Lit</u> Lexile Score: PR: CBM Results	Comments:

Specific Literacy Need

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

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Phonological Awareness (PA) | <input type="checkbox"/> Orthography |
| <input type="checkbox"/> Phonics | <input type="checkbox"/> Morphology |
| <input type="checkbox"/> Fluency | <input type="checkbox"/> Syntax |
| <input type="checkbox"/> Vocabulary/Semantics | |
| <input type="checkbox"/> Comprehension | |

Reading Success Plan SMART Goal(s)

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

Goal #1:	Strategies/Program:
Goal #2:	Strategies/Program:
Goal #3:	Strategies/Program:

Progress Monitoring (PM)

Goals and objectives developed for the student should align with identified specific skill deficit(s). Reference Missouri Learning Standards and Item Specifications when creating goals. When a significant reading deficiency is identified, progress monitoring is recommended twice per month. Updates must be communicated to student’s families four times throughout the course of the year, along with reading strategies to be used at home.

Goal 1 Specific Literacy Need:

Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6-8 weeks):		

Goal 2 Specific Literacy Need:

Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6-8 weeks):		

Goal 3 Specific Literacy Need:

Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6-8 weeks):		

Parent Communication Log

Date:	Communication:	Comments:

Classroom Teacher:

Signature:	Date:
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Reading Interventionist:

Signature:	Date:
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Parent:	
Signature:	Date:

Administrator:	
Signature:	Date: