

Schuyler R-1 School District Literacy Plan

The purpose of this document is to outline the actions of the Schuyler R-1 School District as it relates to identifying and servicing students at-risk for delays in literacy acquisition. This is in accordance with the Missouri Department of Elementary and Secondary Education guidance document and screening organizer to meet the requirements of Section 167.950, RSMo.

Screening

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

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 year with mid and end of the year benchmarking. Progress monitoring shall occur for students not meeting norms.
- Kindergarten will be screened by January 31. Kindergarten will also be screened by the end of the 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 within 30 days of transferring.
- A student will be screened in grades 4-12 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 students with sensory impairment (vision/hearing).
- English Learners may potentially have characteristics of a reading difficulty. These students are at times missed, because difficulties in reading can be erroneously blamed on language acquisition. These students may be screened.

The following assessments will be administered:

- Initial Screening Assessment by grade level(s):
 - Kindergarten and 1st: Dibels 6th Edition
 - 2nd: Dibels 6th Edition, PAST, and Monster Spelling
 - 3rd: Dibels 6th Edition, Monster Spelling, and STAR Early Literacy
 - 4th-12th: Dibels 6th Edition, PAST or STAR Early Literacy, and Monster Spelling
- Secondary Screening Assessment, if needed: STAR Early Literacy

- Progress Monitoring Assessments: Dibels 6th Edition
 - For K-6: Tier II students once a month on Friday during RTI. Tier III students twice a month on Friday during RTI.
 - For 7-12: At the scheduled time to be set according to individual students' schedules.

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 I core instruction in literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, Schuyler R-1 School District will provide support consistent with the findings of the assessments listed above. Students scoring in the 5-20% of those below norm will be in Tier II. Those scoring in the 0-5% of those below norm will be in Tier III.

Supports and Accommodations List: See *DESE Guidance Document*, pp. 5-8

*Components we are required to assess.

Kindergarten Skill Components	Tier I Core Instruction	Intervention
*Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	Reading curriculum	Title, RTI
*Letter Naming Fluency	Reading curriculum	Title, RTI
*Rapid Automatic Naming	Whole group and individual practice	Title, RTI
*Sound/Symbol Recognition	Reading curriculum	Title, RTI

First Grade Skill Components	Tier I Core Instruction	Intervention
*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	Reading curriculum	Title, RTI
*Letter Naming Fluency	Reading and Writing curricula	Title, RTI
*Rapid Automatic Naming	Whole group and individual practice	Title, RTI
*Phonics/Sound- Symbol Recognition	Reading curriculum	Title, RTI
Reading Comprehension	Reading curriculum	Title, RTI
Word Recognition Fluency	Reading curriculum	Title, RTI
Listening Comprehension	Reading curriculum	Title, RTI
Orthography (spelling)	Reading and Writing curricula	Title, RTI

Second Grade Skill Components	Tier I Core Instruction	Intervention
*Phonological/Phonemic Awareness	Reading curriculum	Title, RTI
*Phonics	Reading curriculum	Title, RTI
*Orthography (spelling)	Reading curriculum	Title, RTI
*Oral Reading Fluency	Reading curriculum	Title, RTI
*Reading Comprehension	Reading curriculum	Title, RTI
Listening Comprehension	Reading curriculum	Title, RTI
Rapid Automatic Naming	Reading curriculum	Title, RTI

Third Grade Skill Components	Tier I Core Instruction	Intervention
*Phonics	Reading curriculum	Title, RTI
*Orthography (spelling)	Reading curriculum	Title, RTI
*Oral Reading Fluency	Reading curriculum	Title, RTI
*Reading Comprehension	Reading curriculum	Title, RTI
Listening Comprehension	Reading curriculum	Title, RTI
Phonological/Phonemic Awareness	Reading curriculum	Title, RTI
Rapid Automatic Naming	Reading curriculum	Title, RTI

Fourth-Sixth Grade Skill Components	Tier I Core Instruction	Intervention
Phonics	Reading curriculum	Title, RTI
Orthography (spelling)	Reading curriculum	Title, RTI
Oral Reading Fluency	Reading curriculum	Title, RTI
Reading Comprehension	Reading curriculum	Title, RTI
Listening Comprehension	Reading curriculum	Title, RTI
Phonological/Phonemic Awareness	Reading curriculum	Title, RTI
Rapid Automatic Naming	Reading curriculum	Title, RTI

Seventh-Twelfth Grade Skill Components	Tier I Core Instruction	Intervention
Phonics	Reading curriculum	Depends on student's schedule
Orthography (spelling)	Reading curriculum	Depends on student's schedule
Oral Reading Fluency	Reading curriculum	Depends on student's schedule
Reading Comprehension	Reading curriculum	Depends on student's schedule
Listening Comprehension	Reading curriculum	Depends on student's schedule
Phonological/Phonemic Awareness	Reading curriculum	Depends on student's schedule
Rapid Automatic Naming	Reading curriculum	Depends on student's schedule

Exit Criteria

We will follow criteria set by the assessment (Dibels 6th Edition, PAST, STAR Early Literacy, Monster Spelling) for dismissal from a tier and/or the literacy program.

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:** See page 1 for assessments by grade level
- **At Risk:** Y/N
- **Action Taken Beyond Tier I:**
 - Title
 - RTI
 - Paraprofessional
 - SLP
 - Other, specify

Professional Development for Dyslexia

The Schuyler R-1 School District will provide two hours of dyslexia in-service training to all practicing staff during the school year. The training may include an introduction to dyslexia, a dyslexia simulation, key areas of literacy, and 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
Required 2 Hour Training (Above Mentioned Topics)	All Certified K-12 Staff	August	As Needed
Assessment and Analysis Thereof (Dibels & Star)	Elem. Title & CR Teachers, Appropriate HS Staff	1st Quarter	As Needed

Communication to District Staff and Board of Education

Schuyler R-1 School District staff and Board of Education will be provided information in the spring regarding the district's dyslexia plan. The following information will be 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 during the school year.

Communication Action Steps	Audience	Format	Dates
Share and Discuss Plan	Board of Education	Board Meeting	July
Share and Discuss Plan	Whole Staff	PD	August

Parent Communication

Schuyler R-1 School District 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*)

Communication Action Steps	Audience	Format	Dates
Share Required Components	All	Handbook and/or Website	Once Approved