

Comprehensive Literacy Plan Adair County R1



2025-2026

Board Approved October 22, 2025

The Adair County R-1 School District is committed to equipping all students with the skills and resources necessary to achieve literacy success. At Adair County R-1, we invest in professional development opportunities that provide our teachers with in-depth training and a thorough understanding of the science of reading, in partnership with the Northeast Regional Professional Development Center.

We offer a range of student supports—both intervention and enrichment—to address individual learning needs. Guided by the Missouri Department of Elementary and Secondary Education, our district remains dedicated to delivering high-quality reading instruction and continued support for our educators.

This document includes information and frequently asked questions about dyslexia, dyslexia screening, literacy instruction, reading success plans, intervention, enrichment, assessments, and other areas of literacy support.

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/grades-k-5-reading-success-plan-guidance-missouri-school-districts>

What is a Reading Success Plan (RSP)?

A Reading Success Plan (RSP) is a structured and comprehensive plan developed to support students who demonstrate a significant deficiency in reading. Missouri law (Section 167.645, RSMo) outlines specific requirements for RSPs and emphasizes their role in promoting student literacy.

Creating an RSP involves collecting and analyzing student data to determine whether a student has a Substantial Reading Deficiency (SRD), setting growth goals based on that data, and

evaluating progress toward those goals at the conclusion of instruction. Students with an RSP receive evidence-based reading interventions grounded in the science of reading.

Each RSP is designed to closely monitor the particular skills that require improvement, as identified through a state-approved assessment, dyslexia screener, teacher observation, or other relevant reading data. Using this information, teachers select targeted, explicit interventions and appropriate progress-monitoring tools to measure student growth effectively.

<https://dese.mo.gov/media/pdf/grades-k-5-reading-success-plan-guidance-missouri-school-districts>

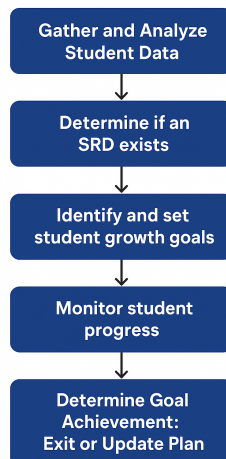
Substantial Reading Deficiency (SRD)

A Substantial Reading Deficiency (SRD) refers to a student who is performing one or more grade levels below expectations in reading or reading readiness, as defined by Section 167.645, RSMo. An SRD is identified when a student does not meet the minimum proficiency levels in key areas of reading development, including phonemic awareness, phonics, vocabulary, reading fluency, reading comprehension, or the overall Lexile level appropriate for their grade.

<https://dese.mo.gov/media/pdf/grades-k-5-reading-success-plan-guidance-missouri-school-districts>

RSP Process

RSP PROCESS



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.

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.

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.

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.

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.

Information above is directly from the Missouri Reading Success Plans: Guidance for Missouri School Districts

<https://dese.mo.gov/media/pdf/grades-k-5-reading-success-plan-guidance-missouri-school-districts>

Determining Need for an RSP:

Students require an RSP if at risk in any of the following:

Kindergarten	• Phonemic Awareness- red on CBM Phoneme Segmentation • At risk for dyslexia or has a formal diagnosis of dyslexia
Grade 1	• Phonemic Awareness- red on CBM Phoneme Segmentation • One year or more below grade level Lexile Score • At risk for dyslexia or has a formal diagnosis of dyslexia
Grades 2-3	• At least one of the following essential skill areas: ◦ Phonemic Awareness- solid gray on CBM Phoneme Segmentation ◦ Phonics- red or solid gray on CBM Expressive Nonsense words • At least two of the following essential skill areas: ◦ Fluency- red on CBM Passage Oral Reading or ◦ Vocabulary- At risk on overall Star Reading benchmark ◦ Comprehension- At risk on overall Star Reading benchmark • One year or more below grade level Lexile score • At risk for dyslexia or has a formal diagnosis of dyslexia
Grades 4 and above	• Any of the following essential skill areas: ◦ Phonemic Awareness- solid gray on CBM Phoneme Segmentation ◦ Phonics- red or solid gray on CBM Expressive Nonsense words ◦ Fluency- red or solid gray on CBM Passage Oral Reading or ◦ Vocabulary- At risk on overall Star Reading benchmark ◦ Comprehension- At risk on overall Star Reading benchmark • One year or more below grade level Lexile score • At risk for dyslexia or has a formal diagnosis of dyslexia

Information obtained from Star Guidance Document:

https://renaissance.widen.net/s/gg7cdw7mhf/mo_using-star-assessments-to-meet-reading-requirements-in-missouri_r66927

Early identification of students at risk for reading disabilities is crucial. It is essential to provide instruction tailored to each student's specific needs, consistently monitor their progress and responsiveness to instruction, and adjust teaching strategies as necessary to ensure steady progress toward key early literacy and reading benchmarks. Outcomes should be evaluated both at the individual and systems level. A primary indicator of dyslexia is persistent and significant difficulty in acquiring foundational literacy and reading skills, even when the student has received generally effective instruction. Therefore, it is not sufficient to assess only the student's abilities—educators must also examine the quality and effectiveness of the instruction being delivered.

<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 I 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 I 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.

This information is obtained from Missouri RSP Guidance Document

Adair County Elementary School Dyslexia Plan

The purpose of this document is to outline the actions of the Adair County 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 14. 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 4-5 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 our Title Reading staff or classroom teacher. 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 14 EOY– April/May
	Phonics Sound/symbol recognition	STAR Early Literacy OR STAR CBM Receptive Nonsense Words	MOY–November 14 EOY–April/May
	Alphabet Knowledge (Letter naming fluency)	STAR Early Literacy OR STAR CBM Letter Names	MOY– November 14 EOY–April/May
	Rapid Naming	STAR CBM Rapid Naming	MOY– November 14 EOY–April/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 first 30 days MOY–December EOY–April/May
	Phonics Sound/symbol recognition (Rapid Automatic Naming)	STAR Early Literacy OR STAR CBM Expressive Nonsense Words	BOY–Within first 30 days MOY–December EOY–April/May
	Alphabet Knowledge (Letter Naming Fluency)	STAR Early Literacy OR STAR CBM Letter Names	BOY–Within first 30 days MOY–December EOY–April/May

	Rapid Naming	STAR CBM Rapid Naming	BOY-Within first 30 days MOY-December EOY-April/May
	Word Recognition	STAR CBM Sight and High Frequency Words	BOY-Within first 30 days MoY-December EOY-April/May
	Orthography	STAR CBM Encoding	BOY-Within first 30 days MOY-December EOY-April/May
	Reading Comprehension	STAR Early Literacy OR STAR Reading	BOY-Within first 30 days MOY-December EOY-April/May

Second – Fifth Grade	Skill	Assessment Name	Dates for Assessment (BOY, MOY, EOY)
	Phonological Awareness	STAR Reading OR STAR CBM Phoneme Segmentation	BOY-Within first 30 days MOY-December EOY-April/May
	Phonics Sound Symbol	STAR Reading OR STAR CBM Expressive Nonsense Words	BOY-Within first 30 days MOY-December EOY-April/May
	Oral Reading Fluency	STAR CBM Passage Oral Reading	BOY-Within first 30 days MOY-December EOY-April/May
	Reading Comprehension	STAR Reading OR STAR Early Literacy	BOY-Within first 30 days MoY-December EOY-April/May
	Orthography	STAR CBM Encoding	BOY-Within first 30 days MOY-December EOY-April/May

	Rapid Naming	STAR CBM Rapid Naming	BOY-Within first 30 days MOY-December EOY-April/May
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Analysis of Data

Assessment results will be reviewed by grade-level data teams using a consistent, district-wide process. This systematic approach should be applied throughout the school year, including during progress monitoring periods. Students who demonstrate skill deficits based on the assessments will receive targeted instructional support in specific areas—such as phonological awareness, phonics, fluency, or comprehension—based on their identified needs.

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, the Adair County School District will provide support consistent with the findings of the assessments listed above.

Grade Level	Skill Component	Tier 1 Core Instruction	Intervention
Kindergarten -5th Grade	All Reading Components	Reading Street Heggerty Really Great Reading	Tutoring Title Reading Small Group Reading

Professional Development for Dyslexia

The Adair County School District will provide two hours of dyslexia in-service training to all certified teaching staff. The training may include an introduction to dyslexia, dyslexia simulation, provide information on intervention, screening, progress monitoring, data based decision making, fidelity, and classroom support.

Parent Communication

Adair County 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)

Website:

<https://dese.mo.gov/media/pdf/grades-k-5-reading-success-plan-guidance-missouri-school-districts>

Communication Action Steps	Audience	Format	Dates
Parent Letter	Parents	Screening Notification Letter to be signed	Annually at PT Conferences
RSP Information with updated scores and home activities	Parents	RSP Document	Quarterly

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>

Copy of ORIGINAL Reading Success plan

The screenshot displays a Google Sheet titled "ORIGINAL Reading Success plan" with three columns for different time periods: Kindergarten, School Year: 2022-23, and Kindergarten. Each column contains a detailed form for reading assessment and intervention planning.

Kindergarten (Left Column):

- Exemption Status:** NO RISK, LOW RISK, SOME RISK, AT RISK.
- Special Services:** No Special Services, Speech/Language, Other.
- Assessment Results:** Looks Score, Phonological Awareness, Fluency, Vocabulary/Semantics, Comprehension.
- Substantial Reading Deficiency:** YES, NO.
- Specific Literacy Need(s):** Phonological Awareness (PA), Comprehension, Phonics, Orthography, Fluency, Morphology, Vocabulary/Semantics, Syntax.
- Reading Success Plan Goal(s):** *List the goals in order of priority and align objectives for progress monitoring to the outlined goals.
- Plan for Instruction/Intervention Services:** Setting, Time, How often, Start Date, End Date.

School Year: 2022-23 (Middle Column):

- Exemption Status:** NO RISK, LOW RISK, SOME RISK, AT RISK.
- Special Services:** No Special Services, Speech/Language, Other.
- Assessment Results:** Looks Score, Phonological Awareness, Fluency, Vocabulary/Semantics, Comprehension.
- Substantial Reading Deficiency:** YES, NO.
- Specific Literacy Need(s):** Phonological Awareness (PA), Comprehension, Phonics, Orthography, Fluency, Morphology, Vocabulary/Semantics, Syntax.
- Reading Success Plan Goal(s):** *List the goals in order of priority and align objectives for progress monitoring to the outlined goals.
- Plan for Instruction/Intervention Services:** Setting, Time, How often, Start Date, End Date.

Kindergarten (Right Column):

- Parent Communication:** Benchmarks, Date, Communications, Comments.
- Classroom Teacher:** Signature.
- Administrator:** Signature.
- Principal:** Signature.
- Parent/Guardian:** Signature.
- Full Benchmark:** Progress Monitoring (PM) - Occurs Every 2 weeks - Data Driven Decision (D-Weeks).
- Goal #1 Specific Literacy Need(s):** Scores, Determine progress being made.
- Goal #2 Specific Literacy Need(s):** Scores, Determine progress being made.
- Goal #3 Specific Literacy Need(s):** Scores, Determine progress being made.
- Additional Comments:**

Reading Success Plan Goal(s)

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

Progress Monitor

*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 every ____ days. Updates must be communicated to student's families four (4) times throughout the course of the year, along with reading strategies to be used at home.

Family Component: (Link to strategies)

RSP Acknowledgment

Dear Parent/Guardian(s):

This letter is an acknowledgement that you have received, in writing, your student's Reading Success Plan (RSP) for the 2025-2026 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 Adair County RI has made available your student's RSP for you to review and that we have offered you a personal copy.

Signature: _____

Date: _____

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,

Emmy McDannald

Title I Coordinator

Adair County RI School District