

# Pleasant View R-VI School Literacy Plan

-Reading Success Plan  
-At-Risk Screening Plan  
(Guidance Documents)

**2023-2024**



Pleasant View R-VI  
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Approved by the Board of Education

Date: November 14th, 2023

## **Purpose**

The purpose of this document is to provide an outline on the actions of the Pleasant View R-VI School District as it relates to identifying and servicing students that demonstrate reading risk factors, including dyslexia. This is in accordance with the Missouri Department of Elementary and Secondary Education dyslexia guidance document and the guidance document for Reading Success Plans (RSP).

## **Screening**

The Pleasant View R-VI School District will assess all students enrolled in kindergarten through third grade at the beginning and end of each school year for their level of reading or reading readiness on a state approved reading assessment (iReady). The Pleasant View R-VI School District will assess any newly enrolled student in grades one through five for the level of reading or reading readiness on a state approved reading assessment (iReady) unless already screened in the previous district.

At the beginning of the school year, Pleasant View R-VI School District will provide a “Reading Success Plan” to any student who:

1. Exhibits substantial deficiency in reading which creates a barrier to the child’s progress when learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observations.
2. Has been identified as being at risk for dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia.

*\*A substantial reading deficiency will refer to a student who is one or more grade level or levels behind in reading or reading readiness. The student’s reading proficiency will be reassessed by reading assessments on the state approved list. The student will continue to be provided with intensive reading instruction under a reading intervention plan until the reading deficiency is remedied.*

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 year, middle and end of the year benchmarking. Progress monitoring shall occur for students not meeting norms. All students will be given I-Ready during the beginning, middle and end of the year. However, the breakdown of subtests for the middle and end of the year will only be given for grades K-5 and looking at the 40th percentile and below on a national rank.

Kindergarten will be screened at the beginning of the year using the Kindergarten Observation Form and using other DESE screening criteria by December 31st, of the current school year. Kindergarten will also be screened by the end of the year. Progress monitoring will 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 4-12 in 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 of difficulties in reading and can be erroneously blamed on language acquisition. These students may be screened for dyslexia related risk factors.

Screening will be administered by Pleasant View R-VI Classroom Teachers and Title 1 Teacher.

**KINDERGARTEN**

<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
Phonological/Phonemic Awareness	iReady PAST	- <b>MoY, EoY</b> -As needed for progress monitoring
Alphabet Knowledge	iReady Literacy Task-LNF Mixed Letters (not timed)	- <b>BoY, MoY, EoY</b> -As needed for progress monitoring
Rapid Automatic Naming	iReady Literacy Task-RAN (colors)	- <b>MoY, EoY</b>
Sound/Symbol Recognition	iReady I-Ready Literacy Task LSF Mixed Letters	- <b>MoY, EoY</b> -As needed for progress monitoring
Letter Naming Fluency	iReady Literacy Task-LNF Mixed Letters	- <b>MoY, EoY</b> -As needed for progress monitoring

**FIRST GRADE**

<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
Phonological/ Phonemic Awareness	iReady PAST	-BoY, MoY, EoY -As needed for progress monitoring
Alphabet Knowledge	iReady LNF Mixed Letters Literacy Task	-BoY and... -As needed for progress monitoring

Rapid Automatic Naming	iReady Literacy Task- RAN (colors)	-BoY (all), MoY, EoY(only bottom 40th% on iready) -As needed for progress monitoring
Phonics/Sound- Symbol Recognition	iReady iReady Literacy Task LSF iReady Literacy Task pseudoword fluency	-BoY, MoY, EoY -As needed for progress monitoring ← MoY, EoY Only -As needed for progress monitoring
Word Recognition Fluency	iReady Literacy Task-Grade 1 Passage Reading Fluency	MoY, EoY -As needed for progress monitoring
Orthography (spelling)	Student Writing Samples iReady Literacy Task- Spelling and Encoding	-BoY, MoY, EoY -As needed for progress monitoring
Reading Comprehension	iReady	-BoY, MoY, EoY -As needed for progress monitoring

**SECOND GRADE**

<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
Phonological/Phonemic Awareness	iReady PAST	-BoY, MoY, EoY -As needed for progress monitoring
Oral Reading Fluency	iReady Literacy Task-Grade 2 Passage Reading Fluency	-BoY, MoY, EoY -As needed for progress monitoring

Phonics/Word Recognition	iReady Pathways nonsense word reading iReady Literacy Task pseudoword fluency (only those below i-ready diagnostic cut point)	-BoY, MoY, EoY -As needed for progress monitoring
Orthography (spelling)	Student Writing Samples iReady Literacy Task-Spelling and encoding	-BoY, MoY, EoY -As needed for progress monitoring
Reading Comprehension	iReady	-BoY, MoY, EoY -As needed for progress monitoring
Rapid Automatic Naming	iReady Literacy Task RAN (colors)	-BoY (all), MoY, EoY (only bottom 40th% on iready) -As needed for progress monitoring

### **THIRD GRADE**

<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
Phonological/Phonemic Awareness	iReady PAST	-BoY, MoY, EoY -As needed for progress monitoring
Oral Reading Fluency	iReady Literacy Task-Grade 3 Passage Reading Fluency	-BoY, MoY, EoY -As needed for progress monitoring
Phonics/Word Recognition	iReady	-BoY, MoY, EoY

	iReady Literacy Task pseudoword fluency	-As needed for progress monitoring
Orthography (spelling)	Student Writing Samples iReady Literacy Task-Spelling and encoding	-BoY, MoY, EoY -As needed for progress monitoring
Reading Comprehension	iReady	-BoY, MoY, EoY -As needed for progress monitoring
Rapid Automatic Naming	iReady Literacy Task RAN (colors)	-BoY (all), MoY, EoY (only bottom 40th% on iready) -As needed for progress monitoring

**GRADES 4-5**

<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
Phonological/Phonemic Awareness	iReady PAST	-BoY, MoY, EoY -As needed for progress monitoring
Oral Reading Fluency	iReady Literacy Task-Grade 4/5 Passage Reading Fluency	-BoY, MoY, EoY -As needed for progress monitoring
Word Recognition	iReady Really Great Reading Decoding Survey	-BoY, MoY, EoY -As needed for progress monitoring

Orthography (spelling)	Student Writing Samples LETRS Spelling Survey	-BoY, MoY, EoY -As needed for progress monitoring
Reading Comprehension	iReady	-BoY, MoY, EoY -As needed for progress monitoring
Rapid Automatic Naming	iReady Literacy Task RAN (colors)	-BoY (all), MoY, EoY (only bottom 40th% on iready) -As needed for progress monitoring

**GRADES 6-8**

<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
Phonological/Phonemic Awareness	PAST	-as needed -per teacher/parent request
Oral Reading Fluency	Dibels Passages iReady Passages	-as needed -per teacher/parent request
Word Recognition	iReady Really Great Reading Decoding Survey	-as needed -per teacher/parent request
Orthography (spelling)	Student Writing Samples iReady LETRS Spelling Screener	-as needed -per teacher/parent request
Reading Comprehension	iReady	-as needed -per teacher/parent request



Rapid Automatic Naming	iReady Literacy Task RAN (colors)	-as needed -per teacher/parent request
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\*Other screeners that can be utilized are LETRS phonics and spelling survey, Really Great Reading Phonics survey or other Pathways assessments and quarterly based grade cards.

\*All students will be given I-Ready during the beginning, middle and end of the year. However, the breakdown of subtests for the middle and end of the year will only be given for grades K-5 and looking at the 40th percentile and below on a national rank.

## 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, vocabulary, or comprehension, as noted by the assessment. Additional assessments may be utilized for students who do not meet requirements of screenings to provide details for areas/skills to focus intervention.

The Pleasant View R-VI School District shall notify the parent or guardian of any student in kindergarten through grade three who exhibits a substantial deficiency in reading, as described in the screening section, at least annually in writing, and in an appropriate, alternative manner for the parent or other guardian if necessary, of the following:

1. That the child has been identified as having a substantial deficiency in reading;
2. A description of the services currently provided to the child;
3. A description of the proposed supplemental instructional services and supports that the school district will provide to the child that are designed to remediate the identified area of reading deficiency;
4. Strategies for parents and guardians to use in helping the child succeed in reading proficiency, included but not limited to the promotion of parent-guided home reading.

## Intervention, Supports, and Accommodations

Students will receive Tier 1 core instruction in literacy component areas as addressed by the Missouri Learning Standards. The Pleasant View R-VI School District will provide a reading curriculum that meets the requirements of section 170.014, the “Reading Instruction Act” and at a minimum has the following specifications:

- a. Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level;
- b. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- c. Includes scientifically based and reliable assessments;
- d. Provides initial and ongoing analysis of each student’s reading progress; and
- e. Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

If a student is found to have a deficit, Pleasant View R-VI School District will provide support consistent with the findings of the assessments listed above. The Pleasant View R-VI School District will provide students who are identified as having a substantial deficiency in reading, have been identified as being at risk of dyslexia in the statewide dyslexia screening, or have a formal diagnosis of dyslexia with intensive instructional services and supports specified in a reading success plan, as appropriate according to student need, free of charge, to remediate the identified areas of reading deficiency, including additional scientific, evidence-based reading instruction and other strategies prescribed by the school district which may include but are not limited to the following:

- Small group or individual instruction (classroom or targeted Title 1);
- Reduced teacher-student ratios;
- More frequent progress monitoring;
- Tutoring or mentoring;
- Summer reading programs

For any student with a formal diagnosis of dyslexia or for a student who was found to be at risk of dyslexia in the statewide dyslexia screening, the school district shall provide evidence-based reading instruction that addresses that addresses the 5 components of reading, phonemic awareness, phonics, vocabulary, fluency, and comprehension provided through systematic, cumulative, explicit, and diagnostic methods.

Interventions: *See Screening Organizer*

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

**KINDERGARTEN**

<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
Phonological /Phonemic Awareness	Pathways Wonders iReady Instruction	Pathways UFLI
Phonics Utilizing Letter Naming and Sound/Symbol Assessment Information	Pathways Wonders	Pathways UFLI

**FIRST GRADE**

<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
Phonological /Phonemic Awareness	Pathways Wonders iReady Instruction	Pathways UFLI
Phonics	Pathways Wonders	Pathways UFLI

**SECOND GRADE**

<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
Phonological /Phonemic Awareness	Not in MLS Standards Pathways iReady Instruction	Pathways UFLI
Phonics	Pathways Wonders iReady Instruction	Pathways UFLI

Oral Reading Fluency	Wonders Pathways iReady Instruction	Pathways UFLI
Reading Comprehension	iReady Instruction Wonders Pathways	Pathways UFLI

**THIRD GRADE**

<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
Phonological /Phonemic Awareness	Not in MLS Standards iReady Instruction Pathways	Pathways Essentials for Reading Success UFLI
Phonics	Wonders Pathways iReady Instruction	Pathways UFLI Barton Reading and Spelling Program
Oral Reading Fluency	Wonders Pathways iReady Instruction	Pathways UFLI
Reading Comprehension	Wonders Pathways iReady Instruction	Pathways UFLI

**GRADES 4-5**

<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
Phonological /Phonemic Awareness	Not in MLS Standards iReady Instruction Pathways	Pathways Essentials for Reading Success
Phonics	iReady Instruction	UFLI

	UFLI Wonders	Barton Reading and Spelling System
Oral Reading Fluency	iReady Instruction Wonders	UFLI Barton Reading and Spelling System
Comprehension	iReady Instruction Wonders	UFLI Barton Reading and Spelling System

**GRADES 6-8**

<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
Phonological /Phonemic Awareness	Not in MLS Standards	Essentials for Reading Success
Phonics	Not in MLS Standards	UFLI Barton Reading and Spelling System
Oral Reading Fluency	Not in MLS Standards iReady Wonders/Holt Curriculum	UFLI
Reading Comprehension	iReady Wonders/Holt Curriculum	UFLI Passages

**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**
- **At Risk:** Y/N

- **Action Taken Beyond Tier 1:**
  - Reading Specialist
  - Title
  - Interventionist
  - RtI
  - Paraprofessional
  - SLP
  - Other, specify

## **Professional Development for Dyslexia**

The Pleasant View R-VI School District will provide two hours of dyslexia inservice training to all practicing staff grades kindergarten-twelve during the 2023-2024 school year. The training may include an introduction to dyslexia, dyslexia simulation, provide information on intervention, screening, progress monitoring, data based decision making, fidelity, and classroom supports.

<b>Training Needed</b>	<b>Staff to Attend</b>	<b>Date of Initial Training</b>	<b>Dates of Follow Up Training</b>
2 Hour Training Required	preK-8 All practicing staff	August PD	2023-2024 School Year
NWRPDC RTI PD	K-8 Classroom Teachers	September PD	2023-2024 School Year
NWRPDC RTI PD	K-8 Classroom Teachers	November PD Day	2023-2024 School Year

## **Communication to District Staff and Board of Education**

The Pleasant View R-VI School District staff and board of education will be provided information regarding the district 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 2023-2024 school year.

<b>Communication Action Steps</b>	<b>Audience</b>	<b>Format</b>	<b>Dates</b>
District Website	All Stakeholders	PDF	November, 2023
Notice of Updated Dyslexia Plan	Board of Education	Handout/Presentation	November, 2023
Notice of Reading Success Plan	Board of Education	Handout/Presentation	November, 2023
2 Hour Training for Teachers	All Faculty and Staff	Online MUSIC/DESE	August, 2023

### **Parent Communication**

The Pleasant View R-VI 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*)

<b>Communication Action Steps</b>	<b>Audience</b>	<b>Format</b>	<b>Dates</b>
Website	Community	Digital	November, 2023
Notice of Results of Screenings Showing Characteristics of Dyslexia	Parents	Written Letter	As needed
Reading Success Plan	Parents/Students	Written Plan/Letter	As needed

Parent/Teacher Conferences	Parents/Teachers	In Person Meeting	October Parent-Teacher Conferences/ As needed
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*\*If a student has a substantial reading deficiency at the end of third grade, the student's parents or guardian and appropriate school staff shall discuss whether the student should be retained in grade level, based on a consideration of all relevant factors, including reading deficiency, the student's progress in other subject areas, and the student's overall intellectual, physical, emotional, and social development. A decision shall be made only after direct personal consultation with the student's parent or guardian and after the formation of a specific plan of action to remedy the student's reading deficiency.*