

# **Jefferson C-123 School District**

## **Comprehensive Literacy Plan**



**2026-2027**

## **OUR BELIEFS:**

The Jefferson C-123 School District believes:

- every student matters.
- staff members should recognize and meet the needs of all students;
- staff should inspire all students to be innovative thinkers who reach their full potential.
- students and staff should exhibit a strong work ethic, sense of responsibility, and respectfulness;
- education thrives in a cooperative environment between home, school, and community;
- the foundation of an educational program is preparing students to be successful in a rapidly changing world;

## **OUR MISSION**

The Mission of the Jefferson C-123 School District is to develop lifelong learners and productive citizens.

## **OUR VISION**

Jefferson C-123 will become a model district that empowers curiosity, nurtures well-being, leads with integrity, and encourages every student to shape a better future.

## **Jefferson C-123 District Literacy Mission Plan:**

The Jefferson C-123 School District is committed to developing life long learners. To accomplish this goal, literacy plays a critical role in preparing students for future success. In alignment with the Missouri State Literacy Plan and Senate Bill 681, this document was created to outline the five pillars of literacy that will be focused on to promote literacy within our district.

## Section I: Leadership and Sustainability

A district literacy team was created to help implement and promote literacy in the Jefferson C-123 School District. Objectives for this team include analyzing data to make sound instructional and professional development decisions, optimizing available resources for literacy instruction, and developing and implementing the district literacy plan. This team works collaboratively to establish values to guide literacy instruction for all students.

- Literacy Team Members
  - Caden Farnan-Elementary Principal
  - Tyler Pedersen-7-12 Principal
  - Jane Walter-Title Reading Interventionist
  - Classroom Literacy Teachers-Rachel Stoll, Stacy Mason, Shelly Deen, Kristin Merrigan, Veronica Giedd, Jessica Holtman, Emily Giffin, Caden Farnan, Angie Lange, Colette Null, Terri Jermain
  - Special Education Teacher-Wendy Riley
  - Speech/Language Pathologist-Sydney McQuinn

Leadership and sustainability are integral components to achieving student success. To build a strong literacy program, leaders:

- Demonstrate commitment to learn and support evidence-based literacy instruction
- Articulate and monitor high expectations of all staff and students
- Maximize the time for literacy instruction within the classroom, intervention, and collaborative planning
- Provide literacy opportunities for students both inside and outside of the classroom
- Comply with federal and state mandates and policies regarding literacy
- Fund evidence-based resources necessary to sustain and grow preK-12 literacy that align with the state's literacy plan
- Provide time and tools for teachers to analyze assessment data and reflect on instructional practices
- Ensure the taught curriculum aligns with the district literacy plan
- Support continuous learning through targeted professional development opportunities
- Ensure the availability of high-quality, rich, literacy resources
- Support new and existing staff so that practices support the literacy plan
- Honor cultures represented in the community
- Create a literacy-rich environment that is conducive to learning

## Section II: Standards-Based Curriculum

A standards-based curriculum is the foundation of a literacy plan. It provides the content and expectations for all students to be successful in college, career, or post-secondary plans. A strong standards-based curriculum ensures students, teachers, and parents of a rigorous and intentional curriculum that is aligned with the Missouri learning standards and implemented with fidelity across all content areas.

The standards-based curriculum in the Jefferson C-123 School District ensures a curriculum that addresses the needs of all students by:

- Providing clear expectations in all areas of literacy: reading, writing, speaking, and listening
- Including expectations for students to access, interpret, analyze, evaluate, and create texts of various media
- Embedding explicit, evidence-based, grade-appropriate literacy instruction and instruction in research skills across the curriculum
- Ensuring the development of academic and content-specific vocabulary across and among grade levels
- Integrating student use of technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes and audiences
- Aligning standards horizontally and vertically to provide a seamless transition from grade to grade
- Including a balanced system of assessment with both formal and informal evaluation techniques to drive instruction and determine success
- Challenging students to think critically at high levels
- Providing opportunities for extension and enrichment through inquiry-based activities and projects
- Offering differentiation to respond to individual student needs.

The Show Me Standards were adopted by the MO BOE in 1996 which detail competencies deemed essential. Students should have knowledge and proficiency in:

- Speaking and writing standard English
- Reading and evaluating fiction, poetry, and drama
- Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals, digital works)
- Writing formally (reports, narratives, essays) and informally (outlines, notes)
- Comprehending and evaluating the content and artistic aspects of oral and visual presentations (storytelling, debates, lectures, multi-media productions)
- Participating in formal and informal presentations and discussions of issues and ideas
- Identifying and evaluating relationships between language and culture

## Section III: Intentional Instruction, Intervention, and Enrichment

The Jefferson C-123 comprehensive literacy framework is multi-faceted and created based on student needs. Effective instruction focuses on all learner groups. At Jefferson C-123:

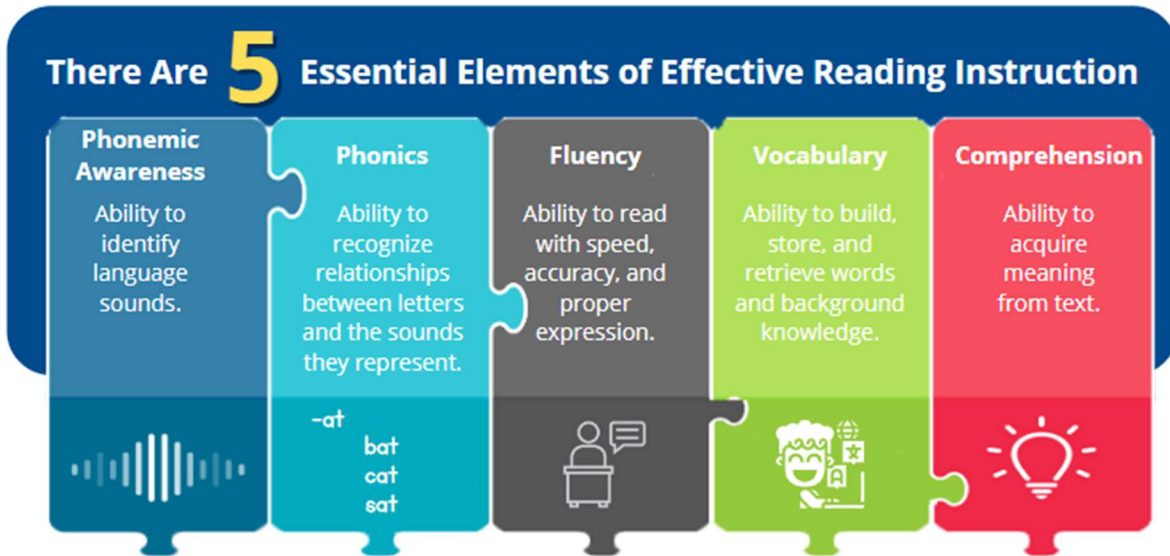
- Educators know and consistently use effective instructional strategies for disciplinary literacy across all content areas.
- All students receive direct, explicit, evidence-based instruction in reading and writing.
- Teachers are intentional in efforts to develop and maintain interest and engagement with age-appropriate materials at multiple reading levels.
- Teachers receive ongoing professional development and support to provide evidence-based literacy instruction and interventions.
- A Reading Success Plan with intensive interventions and integrated support systems is developed for students not attaining grade level competency. Parents are notified of this plan.

### ***Elementary***

Instruction must be systematic and explicit, progressively building on skills using differentiated instruction. Results of diagnostic assessments help identify students' strengths and needs and guide small group as well as whole group instruction. Research-informed comprehension strategies are taught. Early literacy is based on the science of reading, a researched, evidenced based approach that shows that students need to learn the sounds letters represent; connect the letters of the alphabet that go with these sounds, learn letter patterns that help them decode and spell words; read smoothly with expression; and comprehend and make sense of words, sentences and paragraphs. These skills lead to purposeful readers.

### ***Five Essential Elements of Elementary Reading Instruction that should be explicitly taught:***

- Phonological and Phonemic Awareness in Foundational Skills (ability to identify language sounds)
- Phonics Integration (relationships between letters and sounds they represent)
- Fluency in Foundational skills (ability to read with speed, accuracy, and proper expression)
- Vocabulary (ability to build, store, and retrieve words and background knowledge)
- Comprehension (ability to acquire meaning from text and build background knowledge)



***Writing and Speaking: (Grade appropriate)***

- Apply a writing process to develop an idea and support comprehension.
- Compose well-developed texts for audience and purpose.
- Gather, analyze, evaluate, and use a variety of sources when conducting and composing research.
- Use standard English conventions and spelling.
- Speak effectively in collaborative discussions and when presenting.

***Secondary***

As students transition to the secondary level, literacy instruction shifts to a deeper understanding of content, enhanced writing capabilities, and critical research skills. Intentional instruction does not end at the elementary level. Secondary reading instruction goes beyond skills and strategies and recognizes that every content area has its own characteristic literacy practices; therefore, literacy strategies should be incorporated into subject-matter teaching. We are all literacy instructors.

***Essential Elements:***

- Comprehension: (activating prior/background knowledge, predicting, visualizing, asking and answering questions, summarizing and synthesizing)
- Disciplinary Literacy (Model the reading and writing practices specific to a discipline: how arguments are constructed, text organization, sentence construction, vocabulary, critical thinking, collaboration, technological literacy, etc)
- Diverse and Complex Texts: (Creates gains in reading proficiency)
- Digital Media Literacy (How to live, interact, and work in a digital society and use multiple systems while determining credibility)
- Critical Inquiry (Applying, transferring, adapting, revising)
- Content writing (Critical thinking, syntax, text structure, writing craft, transcription/mechanics).
- English Language Learners:(Use of culturally and linguistically responsive instruction)

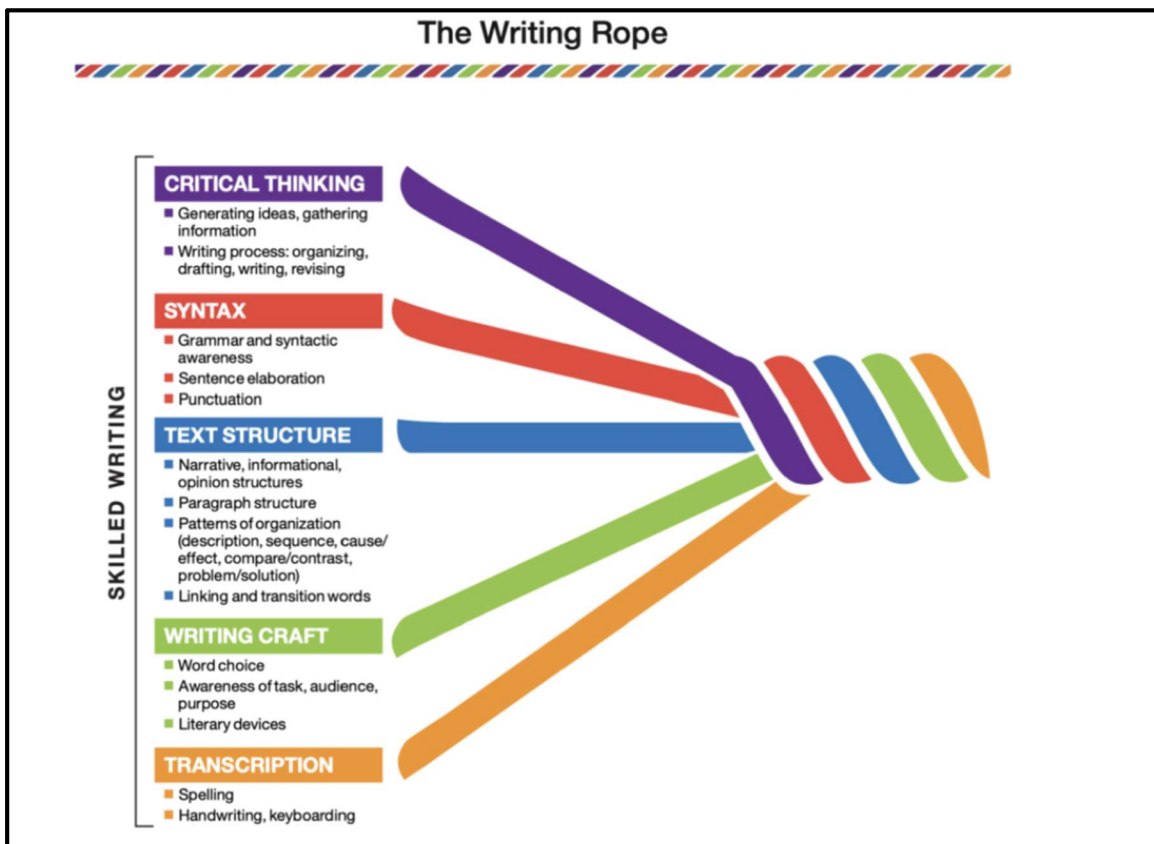
## Section IV: Assessment

A multi-faceted approach to assessing literacy is imperative to targeting student needs. Assessments should reflect the multiple dimensions of reading and writing and the various purposes for assessment, as well as the diversity of students being assessed. All literacy assessments are best used in combination with research-based effective teaching practices, as well as teacher observations to monitor individual student progress.

The Jefferson C-123 district uses a comprehensive system of assessments that includes universal screening, diagnostic, and progress monitoring.

- The Renaissance STAR reading assessment, a DESE-approved literacy pre-assessment, will be given at least two times a year for students grades K-9 and reported to parents/guardians as well as the State of Missouri.
  - Beginning-of-Year within the first 30 days of school (August/September) (1-9)
  - Mid-year (December/January)
  - End-of-Year (April/May)
- Quality literacy assessments include the implementation of a variety of assessment types to guide high-quality instruction.
- All assessments result in relevant data used for instructional modification.
- Data is used to create target interventions and make program and curriculum changes.
- Educators receive professional development to support their use of appropriate assessment tools, interpretation of resulting data, as well as creation of intervention strategies.
- Assessment data is used to identify student reading proficiencies and deficiencies.
- Students are offered multiple opportunities and modalities to demonstrate learning.
- Students are given progress monitoring assessments to monitor competency. Assessment results are communicated to students and families. Open communication regarding assessment results is encouraged through data results that are provided to students and families.
- Assessments are aligned to Missouri Learning Standards.
- Use data
  - to group students to focus on differentiated instruction pertaining to students' individual needs.
  - to progress monitor RSP students and communicate with families
  - Create lessons to meet the needs of learners

## Visuals Depicting the Reading and Writing Rope





## Jefferson C-123 School District Reading Success Plan (RSP)

The Reading Success Plan (RSP) process begins with gathering and analyzing student data. The body of evidence will include results from the state-approved foundational reading assessment (Renaissance STAR) as well as results from the required dyslexia screening (Renaissance CBM). Once collected, Jefferson C-123 will review and analyze this body of evidence to determine if an RSP is required.

Any student identified as having an SRD (significant reading deficiency) will be provided an RSP, as will students at risk of dyslexia. 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 on the overall STAR screener.

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 will be updated and revised as new progress monitoring data is collected.

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 will 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. Reading Success Plans will be adjusted regularly throughout the year based on new data that becomes available as a result of the Renaissance STAR reading assessment.

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.

**Table 1: Universal screening assessments and risk indicators**

| Grade level                                                                                                                           | Universal screener                               | Risk indicator /cut score<br>(requires an RSP)                                                                                                       |             |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Kindergarten                                                                                                                          | Star Early Literacy                              | BOY                                                                                                                                                  | MOY /EOY    |
|                                                                                                                                       |                                                  | Students below 32 PR are considered at risk for SRD and/or dyslexia and should receive targeted support and instruction, but an RSP is not required. | below 32 PR |
| Grade 1                                                                                                                               | Star Early Literacy or Star Reading <sup>1</sup> | below 32 PR                                                                                                                                          |             |
| Grades 2-12                                                                                                                           | Star Reading                                     | below 32 PR                                                                                                                                          |             |
| Students who have not exited their Reading Success Plan (RSP) before the end of Grade 3 continue screening until they exit their RSP. |                                                  |                                                                                                                                                      |             |

| Grade level                                  | Star CBMs for dyslexia-risk check<br>(required for students <32 PR in Step 1)                                                                                                                                                                                                        |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kindergarten                                 | <b>BOY:</b> <ul style="list-style-type: none"> <li>Rapid Automatic Naming (color or picture)</li> </ul> <b>MOY/EOY:</b> <ul style="list-style-type: none"> <li>Receptive Nonsense Words</li> <li>Rapid Automatic Naming (color or picture)</li> </ul>                                |
| Grade 1                                      | <b>BOY:</b> <ul style="list-style-type: none"> <li>Expressive Nonsense Words</li> <li>Rapid Automatic Naming (color or picture)</li> </ul> <b>MOY/EOY:</b> <ul style="list-style-type: none"> <li>Passage Oral Reading</li> <li>Rapid Automatic Naming (color or picture)</li> </ul> |
| Grade 2-3                                    | <ul style="list-style-type: none"> <li>Passage Oral Reading</li> <li>Rapid Automatic Naming (color or picture)</li> </ul>                                                                                                                                                            |
| Grade 4-5                                    | <i>Required only for newly enrolled students or if requested by a parent or educator</i> <ul style="list-style-type: none"> <li>Passage Oral Reading</li> </ul>                                                                                                                      |
| Grade 6-12<br>(students with continued RSPs) | <i>Required if requested by a parent or educator</i> <ul style="list-style-type: none"> <li>Passage Oral Reading</li> </ul>                                                                                                                                                          |

The Jefferson C-123 School District will notify parents/guardians of a substantial reading deficiency and the implementation of an RSP. In addition, Jefferson C-123 will offer a plan that includes suggestions for regular parent-guided reading at home. Regular communication with parents to provide progress update details will be provided for any student who has an RSP. An initial notification must be in writing for any student with an RSP, with at least three additional updates including an end-of-year report of the student's results on the state-approved reading assessment. Engaging families meaningfully and early about students' reading achievement progress contributes to student success.

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:

- For a student to exit an RSP, they must show grade level proficiency in the universal screener (scoring in the Meets or Exceeds category – 46 PR+) for two consecutive screening windows. Students with a formal diagnosis of dyslexia will not exit an RSP. The RSP remains for progress monitoring purposes.
- maintains grade level competency in reading through Tier 1 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.

|                                                                                                                             |                                                                                         |                                                                                                                                                                               |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| The following progress report shows the progress of the student across skill areas as they move toward reading proficiency. |                                                                                         | <b>Specific Literacy Need</b><br><small>*Data indicates specific skill deficit(s) in the following areas:</small>                                                             |                                                                                                                                                          |
| Student Name:                                                                                                               | Grade:                                                                                  | <input type="checkbox"/> Phonological Awareness (PA)<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary/Semantics | <input type="checkbox"/> Morphology<br><input type="checkbox"/> Syntax<br><input type="checkbox"/> Comprehension<br><input type="checkbox"/> Orthography |
| Teacher Name:                                                                                                               | School Year:                                                                            |                                                                                                                                                                               |                                                                                                                                                          |
| <input type="checkbox"/> IEP <input type="checkbox"/> IAP <input type="checkbox"/> Other                                    |                                                                                         |                                                                                                                                                                               |                                                                                                                                                          |
| Other identified plans                                                                                                      |                                                                                         | <b>Reading Success Plan Goal(s)</b><br><small>*List the goals in order of priority and align objectives for progress monitoring to the outlined goals.</small>                |                                                                                                                                                          |
| History of Achievement (include strengths and areas of need from previous years based on assessments and parent input):     |                                                                                         |                                                                                                                                                                               |                                                                                                                                                          |
| <b>State-Approved Assessment Results</b>                                                                                    |                                                                                         |                                                                                                                                                                               |                                                                                                                                                          |
| Beginning-of-Year                                                                                                           | Lexile Score:<br>PA:<br>Phonics:<br>Fluency:<br>Vocabulary/Semantics:<br>Comprehension: | Comments:                                                                                                                                                                     |                                                                                                                                                          |
| Mid-Year Screening                                                                                                          | Score:                                                                                  | Comments:                                                                                                                                                                     |                                                                                                                                                          |
| End-of-Year                                                                                                                 | Lexile Score:<br>PA:<br>Phonics:<br>Fluency:<br>Vocabulary/Semantics:<br>Comprehension: | Comments:                                                                                                                                                                     |                                                                                                                                                          |
| <b>Progress Monitor (PM)</b>                                                                                                |                                                                                         |                                                                                                                                                                               |                                                                                                                                                          |

# Section V: Partnerships for a Culture of Literacy

Partnerships among schools and businesses, community organizations, and other educational entities are unique and essential in fostering a culture of literacy. The strength of a literacy program is reflected in the school district’s ability to explore and build partnerships with families, the community, businesses, foundations, professional organizations, higher education, and literacy organizations. Each community offers unique opportunities for relationships and collaboration. We must seek and build affiliations so that there are multifaceted spheres of influence.

- Family Involvement
- Community Involvement
- Business and Government Involvement
- Foundation Involvement
- Professional and Service Organization Involvement
- Higher Education Involvement
- Literacy Organizations Involvement
- Literacy Coaches (Provided by MO RPDC)

## ***Educator Preparation, Recruitment, and Retention***

The Jefferson C-123 educators are essential to helping learners achieve success. Staffing the building with quality educators is a priority of the administration. The school district will partner with local higher institutions to best prepare students in the foundation of the science of reading and allow for learning opportunities in classrooms early and often. Teachers in the Jefferson C-123 School District will be provided with professional development opportunities to extend their knowledge in the science of reading, data collection and analysis, in addition to intervention strategies. New teachers in the school district will be assigned a mentor within the district and will also participate in the State-Approved Beginning Teacher Assistance Program. All teachers will be observed regularly and provided feedback on how to grow as teachers and leaders. Administration works to support teachers in their instruction and management. The Jefferson C-123 School District takes pride in fostering a positive and collaborative work environment. The high expectations established within the district create an environment of respect and success. Jefferson C-123 is known for their exemplary teachers, small class sizes, and high test scores. The administration will continue to make Jefferson C-123 a place that educators desire to work at.

## **Signature**

By signing, I affirm that I am authorized to commit the district or charter school to the Missouri Evidence-Based Reading Instruction Program. I further affirm that I have read the federal and state Evidence-Based Reading Instruction Program Guidance documents and will comply with the requirements of the program.

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date