

Comprehensive Literacy Plan



Concordia R2 Schools

204 SW 11th St.

Concordia, MO 64020

Board Adopted: June 11, 2025

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2025-2026

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Introduction

The Concordia R2 School District Comprehensive Literacy Plan is a resource for parents, caregivers, teachers, and administrators throughout the birth to college and career continuum. The Literacy Plan addresses the crucial role that early education plays in a child's literacy development. This plan supports teachers and administrators with information and resources to guide instruction and interventions related to literacy.

The Concordia R2 Literacy Plan is organized around the same five components of the State of Missouri's plan:

1. Leadership & Sustainability
2. Standards Based Curriculum
3. Instruction, Intervention, and Enrichment
4. Assessment
5. Partnerships

Leadership

The Concordia R2 Comprehensive Literacy Plan aims to foster a community-wide approach to supporting and enhancing literacy outcomes. Leadership within the Concordia R2 community includes district leaders, building leaders, teachers, and families. The following outlines how each leader contributes to helping students become skilled readers.

District and Building Leaders

District and building leaders are instrumental in developing a successful literacy environment. The approach requires a common vision and coordination at all levels of the district.

Areas of focus for district and building leaders include:

- **Goals and Vision:** A common understanding and shared commitment to the desired future vision and the milestones towards the goals.
- **Policies & Procedures:** Ensure compliance with federal and state mandates and policies about literacy.

- **Funding & Resources:** Commit guidance, support, and resources to ensure a cohesive curriculum is delivered to all students from birth through college and career readiness.
- **Assessment and Data:** Foster a culture of continuous improvement by providing constructive feedback on teacher effectiveness and identifying strengths and areas for improvement.
- **Professional Development & Instructional Practices:** Provide continuous literacy professional development for all staff and ample time and resources for ongoing professional learning in research-based strategies.
- **Tier One Core Curriculum & Supplemental Materials:** Understand the importance of literacy instruction and the processes, plans, and support necessary for student success. The Tier One core curriculum is accessible to all students. Students needing intervention or enrichment will be provided supplemental materials, instruction, and opportunities within and outside the school day.

Teachers

Improving literacy for all is heavily reliant on the pivotal role of teachers. The Concordia R2 School District Comprehensive Literacy Plan is crafted to provide support to educators across all tiers, enabling them to enhance student learning.

Areas of focus for teachers include:

- **Goals and Vision:** A common understanding and shared commitment to the desired future vision and the milestones towards building and student goals.
- **Policies & Procedures:** Comply with federal and state mandates and policies about literacy.
- **Assessment and Data:** Foster a culture of continuous improvement by providing specific and effective feedback on identifying students' strengths and areas for growth through assessment and data analysis.
- **Professional Development & Instructional Practices:** Engage in continuous literacy professional development and utilize research-based practices to support ongoing learning.
- **Tier One Core Curriculum & Supplemental Materials:** Understand the importance of literacy instruction and the processes, plans, and supports necessary for student success. The Tier One core curriculum is accessible to all students. Students needing intervention or enrichment will be provided supplemental materials, instruction, and opportunities within and outside the school day.

Family Partnership

The family plays a paramount role as the primary partnership in their students' education. Concordia R2 takes steps to ensure families are involved in helping their child learn by:

- Providing resources and opportunities to promote optimal child health, development and learning
- Communicating through school information systems, social media, newsletters, etc.

Standards-Based Curriculum

The Concordia R2 literacy curriculum is aligned to the Missouri Learning Standards. Clear standards help improve teaching, inform planning, and maintain accountability. By aligning strategies, materials, and assessments to standards, students will reap the benefits of consistent and engaging education.

Missouri Early Learning Standards

The Missouri Early Learning Standards (MELS) are a framework of expectations for what children can do from infancy to kindergarten entry. Concordia R2 school district serves students from birth to kindergarten entry. The Parents as Teachers program helps to ensure families in our community are met and educated on the importance of early learning. The early learning programs (Early Childhood Special Education, Preschool, and Pre-Kindergarten) implement instructional practices that meet the MELS educational expectations for a child's development and learning.

K-12 English Language Arts Standards

The Missouri Learning Standards help ensure students learn basic and higher-order skills, including problem solving and critical thinking. The 5 Essential Elements of Effective Reading Instruction are included in the Missouri Learning Standards for English Language Arts in grades K-12. These include: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

Instruction & Intervention

Literacy is not confined to only reading. It is an ongoing process that involves listening, speaking, reading, writing, and critical thinking. All elements are closely interwoven and necessary for a child to be literate and navigate successfully in the world. Concordia R2 School District works to provide instruction, interventions, and enrichment that are centered around these skills so that each student can show success in concepts related to literacy.

Tools

Scientific Research - Provides the latest information and findings on brain development and learning and can help inform instructional practices

Materials - uses instructional materials that align to district curriculum and support Missouri Learning Standards

Technology - uses technology to teach skills that integrate into instruction and assessment related to literacy

Progress Monitoring and Assessment Systems - utilizes systems and assessments that can monitor student progress and improve instruction through scaffolding, differentiation, and small group instruction

Approach

Standards Based Instruction - aligns curriculum to Missouri Learning Standards

Curriculum - uses evidence-based and science of reading centered curriculum

Instructional Methods - foster critical thinking, questioning, inquiry, student decision-making, and independent learning tied to standards

Learning Environments - providing safe, positive, and student-focused environments conducive to learning

Elements & Progression of Literacy Instruction

	<u>Purpose</u>	<u>Components</u>	<u>Tiers of Instruction</u>
<u>Birth- Age 4</u>	Introduction to language, communication, and foundational literacy	Introduction to Literacy & Communication Aspects of: *Phonemic	*Individual *Whole Class *Small Group

		Awareness *Phonics *Fluency *Vocabulary *Comprehension	
<u>Kindergarten - Third Grade</u>	Develop literacy skills	*Phonemic Awareness *Phonics *Fluency *Vocabulary *Comprehension *Writing *Communication	*Core: Classroom Instruction for all students plus strategic instruction for faltering students and / or intensive intervention for severely struggling students
<u>Fourth Grade - Sixth Grade</u>	Apply literacy skills with assistance	*Fluency *Vocabulary *Structural Analysis *Comprehension *Phonics Maintenance *Writing *Communication	*Core: Classroom Instruction for all students plus strategic instruction for faltering students and / or intensive intervention for severely struggling students
<u>Seventh Grade - Twelfth Grade</u>	Independently apply literacy skills	*Fluency Maintenance *Vocabulary Roots *Academic Language *Content Specific Vocabulary *Structural Analysis *Comprehension *Writing *Communication	*Core: Classroom Instruction for all students plus strategic instruction for faltering students and / or intensive intervention for severely struggling students

Multi-level Instructional Framework

Effective teachers practice differentiated instruction with flexible grouping in small groups. Teachers have small groups for students who need additional support on specific concepts and skills.

- Core Program (Tier I) - All students receive quality core instruction

covering all areas of literacy development.

- Strategic Instruction (Tier II) - Supplemental instruction in small groups in addition to the Tier I instruction.
- Intensive Intervention (Tier III) - Targeted intervention to help make progress towards content standards in addition to Tier I and Tier II instruction.

Title I: Concordia Elementary is a Title 1 building. All students are eligible for Title 1 services, but these will predominantly be provided for students identified as at-risk, or those needing extra academic intervention to support classroom learning. Title services are provided in the content areas of Math & ELA.

Reading Success Plans (RSP)

An RSP is a well-developed and defined plan to support students who exhibit a substantial deficiency in reading. Missouri legislation (Section 167.645, RSMo) specifically addresses student literacy and lists the requirements of an RSP. The development of an RSP includes the process of gathering and analyzing student data, determining if a student has a substantial reading deficiency (SRD), using data to set student growth goals, and assessing whether students meet those goals at the end of instruction. Students who receive an RSP must have evidence-based intervention reading instruction that is grounded in the science of reading. An RSP is designed to monitor the specific skills needing improvement as identified through a state-approved assessment, dyslexia screener, teacher observation, or any other relevant student reading data.

State approved assessments must be administered at the beginning and end of each year for all students in grades K-3 and any students with RSPs in grades 4+. Plans will begin no later than the first day of the Second Quarter. Kindergarten screening and plan implementation have until the end of December. Additionally, any new student to the district must be screened within 30 days. If a student flags for needing an RSP, parents will be notified and the plan, along with additional steps/resources will be shared.

Students with an RSP will receive intensive intervention according to their literacy goals. These goals will be progress monitored, tracked, and shared with parents. The Department of Elementary and Secondary Education (DESE) requires that a

list of students receiving RSP interventions be reported during the yearly reporting cycles.

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. 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.

Assessments

The use of assessments is critical to improve literacy outcomes. Effective assessments enable evidence-based decision making in the classroom, school, and district.

Concordia R2 uses many types of assessments, each tailored to provide meaningful and timely information to improve student outcomes. It is important to assess students using multiple measures and multiple ways, both formal and informal.

Assessment Name	Grade Level (s)	Timeline	Purpose
I-Ready Literacy Screener (Foundational Skills & Dyslexia)	K-3 4-12 as needed	Beginning, Middle, & End of year	Screening test that flags students who have fallen at risk for critical reading skills
NWEA Growth Reading, Math,	K & 1: Reading & Math	Beginning, Middle, & End of	To measure individual and

Language, Science	2: Reading, Math, & Language 3-6: Reading, Math, Language, and Science 7-12: Reading, Math, and Science (depending on current course schedules)	year	group achievement related to content standards
Kindergarten Readiness	Age 3 to Kindergarten	Spring	Determine essentials of school readiness
Kindergarten Entry Assessment (KEA)	Kindergarten	Within first 6 weeks of school	Determine essentials of Kindergarten readiness
MAP: Grade Level	Grades 3-8 English Language Arts & Math Grades 5 & 8: Science	Spring	Used as a means to evaluate school and district programs and overall student achievement. Required by law.
MAP -A	Grades 3-12 as assigned in student IEP	Once a year for each student during Fall or Spring windows	Used as an assessment for students identified through their IEPs. This assessment replaces the grade level assessments and end of course exams
End of Course	Algebra I	Spring	Used as a means

Exams	Algebra II (as needed) English Language Arts II Biology Government		to evaluate school district programs and overall student achievement. EOC assessments in the core areas are required by law.
WIDA ACCESS for ELLs	K-12 English Language Learners		To determine if a student will receive ELL services. Districts are required to screen all possible ELL students
ACT	Grades 9-12 (District paid for Juniors	Designated dates throughout the year	College admissions examination.
Accuplacer	Grades 9-12 As needed	Designated monthly test dates	Used for students wishing to enroll in dual credit classes or who wish to attend a junior college.
ASVAB	Grade 11	Fall	Measures developed abilities and helps predict future academic and occupational success in the military.
PSAT	Grade 11 (Top 10%, but others may choose)	Fall	Screening for National Merit-Scholarship Program

WISC IQ	Grades K-12 As needed	Throughout the year	Used to determine eligibility for Special Education or Gifted services
ACT WorkKeys	Grades 11-12 as needed	Spring	ACT alternative used for measuring essential workplace skills that affect job performance
Classroom Assessments	Grades K-12	Throughout the year	Used to determine student progress on grade level standards

Supporting Literacy At Home

What can parents and caregivers do to support literacy at home?

Early Learning (Birth - Kindergarten)

- Read to your child
- When reading, ask the following questions:
 - What do you think this book is about?
 - What do you think will happen next?
 - Retell the story
- Write out child's name calling out each letter
- Display pictures and posters with words and labels
- Provide writing and drawing tools
- Provide opportunities for your child to write, acknowledging what is done
- Encourage children to develop fine motor skills by drawing pictures using shapes and colors
- Interact with your child to match letters and numbers

Elementary (K-5)

- Read with your child
- Encourage independent reading
- Practice identifying letter names and sounds
- Read books that will build complex vocabulary and sentences
- Talk with your child about books that you read together. Ask open-ended questions
- Limit screen time and prioritize reading/writing
- Provide opportunities for your child to write
- Talk about local, state, national, and world events. Encourage your child to listen and speak

Middle & High School (6-12)

- Expect and encourage reading at home
- Set an example for reading at home by reading yourself
- Provide access to appropriate books and reading materials
- Talk to your child's teacher
- Encourage your child to participate in academic clubs
- Talk about and use complex vocabulary
- Encourage your child to write about what they read, write creative stories, poetry, etc.
- Limit screen time and prioritize reading/writing
- Take an active interest in homework
- Talk about local, state, national, and world events. Encourage your child to listen and speak.

References

Missouri Department of Elementary and Secondary Education. (2022). Exceed, lead, read: State literacy plan: steps to success series; Step one: Preparing for your comprehensive literacy plan.
<https://dese.mo.gov/media/pdf/steps-success-step-1>

Missouri Department of Elementary and Secondary Education. (2020). Missouri learning standards expectations: Vertical alignment charts, English language arts 6-12, -reading literary text, -reading informational text, -writing, -speaking and listening.
<https://dese.mo.gov/media/pdf/curr-mls-ela-vertical-progression-6-12>