

Linn County R-1 Elementary Reading Success Plan 2025-2026



**Linn County R-I
15533 Hwy KK
Purdin, Missouri
660-244-5045
linnr1.k12.mo.us**

**Approved by
The
Board of Education
June 25, 2025**

Purpose

The purpose of this document is to provide an outline on the actions of the Linn County R-1 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.

Screening

The Linn County R-1 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 Linn County R-1 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).

At the beginning of each school year, Linn County R-1 School District will provide a “Reading Intervention 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 Linn County R-1 School District will utilize a student’s Lexile score to determine the deficiency.*

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, mid and end of the year benchmarking. Progress monitoring shall occur for students not meeting norms.

Kindergarten will be screened by January 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 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 (vision/hearing).

English Learners may potentially have characteristics of dyslexia. These students are at times missed because of 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 Linn County R-1 Classroom Teachers and Title 1 Teachers. 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/Phonemic Awareness	iReady Kindergarten PAST	-BofY, MoY, EoY -As needed for progress monitoring
Alphabet Knowledge	iReady	-BofY, MoY, EoY -As needed for progress monitoring
Rapid Automatic Naming	iReady and/or Arkansas Rapid Automatic Naming	-BofY, MoY, EoY
Sound/Symbol Recognition	iReady	-BofY, MoY, EoY -As needed for progress monitoring

FIRST GRADE

Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
Phonological/ Phonemic Awareness	iReady PAST	-BoY, MoY, EoY -As needed for progress monitoring
Alphabet Knowledge	iReady	-BoY, MoY, EoY -As needed for progress monitoring
Phonics/Sound- Symbol Recognition	iReady	-BoY, MoY, EoY -As needed for progress monitoring
Word Recognition Fluency	iReady	-BoY, MoY, EoY -As needed for progress monitoring
Orthography (spelling)	Student Writing Samples iReady Spelling	-BoY, MoY, EoY -As needed for progress monitoring
Reading Comprehension	iReady	-BoY, MoY, EoY -As needed for progress monitoring

SECOND GRADE

Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
Phonological/Phonemic Awareness	iReady PAST	-BoY, MoY, EoY -As needed for progress monitoring
Oral Reading Fluency	iReady	-BoY, MoY, EoY -As needed for progress monitoring
Word Recognition	iReady	-BoY, MoY, EoY -As needed for progress monitoring
Orthography (spelling)	Student Writing Samples iReady Spelling	-BoY, MoY, EoY

		-As needed for progress monitoring
Reading Comprehension	iReady	-BoY, MoY, EoY -As needed for progress monitoring

THIRD GRADE

Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
Phonological/Phonemic Awareness	iReady PAST	-BoY, MoY, EoY -As needed for progress monitoring
Oral Reading Fluency	iReady	-BoY, MoY, EoY -As needed for progress monitoring
Word Recognition	iReady	-BoY, MoY, EoY -As needed for progress monitoring
Orthography (spelling)	Student Writing Samples iReady Spelling	-BoY, MoY, EoY -As needed for progress monitoring
Reading Comprehension	iReady	-BoY, MoY, EoY -As needed for progress monitoring

GRADES 4-5

Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
Phonological/Phonemic Awareness	iReady PAST	-BoY, MoY, EoY -As needed for progress monitoring
Oral Reading Fluency	iReady	-BoY, MoY, EoY -As needed for progress monitoring
Word Recognition	iReady	-BoY, MoY, EoY

		-As needed for progress monitoring
Orthography (spelling)	Student Writing Samples iReady Spelling	-BoY, MoY, EoY -As needed for progress monitoring
Reading Comprehension	iReady	-BoY, MoY, EoY -As needed for progress monitoring

GRADES 6-12

Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
Phonological/Phonemic Awareness	PAST	-as needed -per teacher/parent request
Oral Reading Fluency	NewsEla iReady Passages	-as needed -per teacher/parent request
Word Recognition	iReady NewsEla	-as needed -per teacher/parent request
Orthography (spelling)	Student Writing Samples iReady	-as needed -per teacher/parent request
Reading Comprehension	iReady NewsEla	-as needed -per teacher/parent request

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 Linn County R-1 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 Linn County R-1 School District will provide a reading curriculum that meets the requirements of section 170.014, 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 a scientifically based and reliable assessment;
- 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, Linn County R-1 School District will provide support consistent with the findings of the assessments listed above. The Linn County R-1 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;
- Reduced teacher-student ratios;
- More frequent progress monitoring;
- Tutoring or mentoring;
- Extended school day, week, or year; and
- 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 phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics provided through systematic, cumulative, explicit, and diagnostic methods.

Interventions: *See Screening Organizer*

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

KINDERGARTEN

Skill Component	Tier 1 Core Instruction	Intervention
Phonological /Phonemic Awareness	HMH 95% Phonemic Awareness Curriculum iReady Instruction	Really Great Reading Heggerty Phonemic Awareness Curriculum
Phonics Utilizing Letter Naming and Sound/Symbol Assessment Information	HMH iReady Instruction	Really Great Reading Florida Center for Reading Research

FIRST GRADE

Skill Component	Tier 1 Core Instruction	Intervention
Phonological /Phonemic Awareness	HMH 95% Phonemic Awareness Curriculum iReady Instruction	Really Great Reading Heggerty Phonemic Awareness Curriculum
Phonics	HMH iReady Instruction	Really Great Reading Florida Center for Reading Research

SECOND GRADE

Skill Component	Tier 1 Core Instruction	Intervention
Phonological /Phonemic Awareness	Not in MLS Standards HMH iReady Instruction	Really Great Reading Re-teach HMH Lexercise
Phonics	HMH iReady Instruction	Really Great Reading Florida Center for Reading Research Lexercise
Oral Reading Fluency	HMH iReady Instruction	Really Great Reading Florida Center for Reading Research iReady Passages Lexercise
Reading Comprehension	HMH iReady Instruction	Florida Center for Reading Research Lexercise

THIRD GRADE

Skill Component	Tier 1 Core Instruction	Intervention
Phonological /Phonemic Awareness	Not in MLS Standards iReady Instruction	Really Great Reading Lexercise
Phonics	HMH iReady Instruction	Read Naturally Really Great Reading Florida Center for Reading Research Lexercise
Oral Reading Fluency	HMH iReady Instruction	Read Naturally Really Great Reading Florida Center for Reading Research Lexercise
Reading Comprehension	HMH iReady Instruction	Read Naturally Really Great Reading Florida Center for Reading Research Lexercise

GRADES 4-5

Skill Component	Tier 1 Core Instruction	Intervention
Phonological /Phonemic Awareness	Not in MLS Standards iReady Instruction	Read Naturally Really Great Reading Florida Center for Reading Research Lexercise
Phonics	iReady Instruction HMH	Read Naturally Really Great Reading Florida Center for Reading Research Lexercise
Oral Reading Fluency	iReady Instruction HMH	Read Naturally Really Great Reading Florida Center for Reading Research Lexercise
Comprehension	iReady Instruction HMH	Read Naturally Really Great Reading Florida Center for Reading Research Lexercise

GRADES 6-12

Skill Component	Tier 1 Core Instruction	Intervention
Phonological /Phonemic Awareness	Not in MLS Standards	Read Naturally Really Great Reading Florida Center for Reading Research Lexercise
Phonics	Not in MLS Standards	Read Naturally Really Great Reading Florida Center for Reading Research Lexercise

Oral Reading Fluency	Not in MLS Standards iReady	Read Naturally Really Great Reading Florida Center for Reading Research Lexercise
Reading Comprehension	NewsEla iReady	Read Naturally Really Great Reading Florida Center for Reading Research Lexercise

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 Linn County R-1 Public 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.

Training Needed	Staff to Attend	Date of Initial Training	Dates of Follow Up Training
2 Hour Training Required	K-12 All practicing staff	August PD Day	2025-2026 School Year
iReady Assessment	K-5 Classroom Teachers	November PD Day	2025-2026 School Year
Analysis of iReady Assessment	K-5 Classroom Teachers	November PD Day	2025-2026 School Year
Intervention	K-5 Classroom Teachers	August PD Day	2025-2026 School Year

Communication to District Staff and Board of Education

The Linn County R-1 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.

Communication Action Steps	Audience	Format	Dates
District Website	All Stakeholders	PDF	September, 2025
Notice of Updated Dyslexia Plan	Board of Education	Handout/Presentation	September, 2025
Notice of Reading Success Plan	Board of Education	Handout/Presentation	September, 2025
2 Hour Training for Teachers	All Faculty and Staff	Online MUSIC/DESE	August, 2025

Parent Communication

The Linn County R-1 School District will provide information to parents regarding aspects of this plan. The following actions will be taken by the district. (See *DESE Guidance Document, Appendix D*)

Communication Action Steps	Audience	Format	Dates
Website	Community	Digital	September, 2025
Handbook	Parents/Students	Digital	September, 2025
Notice of Results of Screenings Showing Characteristics of Dyslexia	Parents	Written Letter	As needed
Reading Success Plan	Parents/Students	Written Plan/Letter	As needed
Parents contacted by teacher if students deemed at-risk by team	Classroom Teachers, Principals, Counselor, Parents	Telephone, Face-to-face, Letter	As determined by testing/ progress monitoring
Parent/Teacher Conferences	Parents/Teachers	In Person Meeting	October Parent-Teacher Conferences As needed

**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.*