

Dent-Phelps R-III



Comprehensive Literacy Plan

Revised April 30, 2026
Board Approved: May 21, 2026

DENT-PHELPS R-III LITERACY PHILOSOPHY

The Dent-Phelps R-III School District will ensure all students have equitable access to high-quality literacy instruction.

Leadership

Leaders at the district, building, and classroom levels collaborate to build shared ownership and direction toward literacy success for all students.

Curriculum

Curriculum is aligned to the Missouri Learning Standards. District educators work collaboratively to design and implement high quality instruction for the students served.

Family Involvement

Dent-Phelps R-III School District values the family-school educational partnership and works to create supportive learning opportunities that involve student families in literacy education. These collaborative opportunities include monthly AR Literacy Nights, Open House, and Parent Meetings related to Student Reading Success Plans.

Literacy Education Committee Members

Karla Tiefenthaler, Superintendent; Sarah Parker, Principal; Rana Hudson, Reading Specialist/Interventionist; Dani Baldwin, SPED Director; Elissa Schafer, parent; Sarah Heithold, kindergarten teacher.

DENT-PHELPS LITERACY PLAN

2026-2027

The purpose of this document is to outline the actions of the Dent-Phelps R-III School District as it relates to its literacy plan for all students and 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.

The Dent-Phelps R-III School District is committed to ensuring that each student reaches or exceeds grade-level standards and benchmarks. These benchmarks are especially crucial in reading, as research strongly indicates that students who are not reading at or above grade level by third grade often struggle to catch up later in school. To support this goal, the Missouri Department of Education adopted a Reading Bill to guide efforts in ensuring all students achieve grade-level proficiency by third grade.

Missouri Senate Bill 681 requires that all school districts:

- assess students' level of reading proficiency and identify students not yet reading at grade level
- notify and involve parents/guardians of students who are not yet reading at grade level
- intervene and accelerate learning growth for students who are not yet reading at grade level
- ensure that all elementary teachers have appropriate training and support to provide comprehensive, scientifically-based instruction

DENT-PHELPS R-III LITERACY GOAL

The goal of the Dent-Phelps District is to increase the percentage of students reading at or above grade level by the end of third grade through the implementation of a Multi-Tiered System of Support (MTSS) for literacy. This will include targeted interventions for struggling readers, family engagement initiatives, and high-quality professional development for teachers on effective literacy strategies and utilization of research based literacy curriculum. Progress will be monitored through standardized assessments, data-driven instruction, and ongoing collaboration in Professional Learning Communities (PLCs) to ensure student success.

LEADERSHIP & SUSTAINABILITY:

Dent-Phelps R-III school district's goal is to foster a community-wide approach to supporting and enhancing literacy outcomes. Leadership within the Dent-Phelps R-III community includes district leaders, building leaders, teachers, and families.

STANDARDS -BASED CURRICULUM

Dent-Phelps R-III literacy curriculum is aligned with the Missouri Learning Standards. Clear standards help improve teaching, inform planning, and maintain accountability. Curriculum development is ongoing, organized by the Principal. The curriculum is research-driven and continually evaluated through the lens of data analysis as well as a continuous cycle of feedback from all stakeholders. Using state priority standards, item specifications, performance level descriptors, and stakeholder feedback, the Principal and lead teachers collaborate to continuously evaluate and revise the curriculum.

INTENTIONAL INSTRUCTION

Dent-Phelps R-III uses the Missouri Learning Standards as a basis for our curriculum for literacy instruction, which provides a solid base for all students. In grades K-8 all teachers have been trained to use the I-Ready Reading resource which is based on the science of reading and is a state approved reading resource for instruction. I-Ready Reading has been aligned to the Missouri Learning Standards and incorporates scientifically based reading instruction. Teachers in grades K-4 are currently engaged in literacy coaching and professional collaboration through RPDC (Regional Professional Development Center) (2025-current).

Evidence-Based Reading Assessment Application Windows

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:

1. Grades 1-8 will be screened within the first thirty days of the school year. Progress monitoring(benchmarking) will occur in August, December of the current school year and also in April or May of the current school year.
2. Kindergarteners must be screened by November 15 of the current school year. Kindergarteners will also be screened in April or May of the current school year.
3. Any student who transfers into the school district K-8 will be screened for foundational reading deficits within thirty days of entering the school district.
4. Additional screening may be conducted if a student is 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.
5. Exemptions to screening exist. Included in this list are students with severe intellectual disabilities, and those with a sensory impairment (vision/hearing).
6. 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 using a screening tool in their native language.

Screening will be administered by Reading Specialist/Interventionist and classroom teachers.

Kindergarten Screening

Essential Skill Components	Name of Assessments	Dates for Screening and Benchmarking
I-Ready Foundational Reading Assessment	I-Ready Inform Assessment	November 2026 April 2027
Phonological Awareness (PA)	I-Ready Inform Assessment	November 2026 April 2027
Letter Naming Fluency	I-Ready Literacy Tasks	November 2026 April 2027
Rapid Automatic Naming	I-Ready Literacy Tasks (Administered only if a student's IRDI (overall score) is below 295 as a dyslexic risk screener)	November 2026 April 2027

*All 5 areas of reading are assessed, however only foundational reading skills qualify a student for an RSP.

First Grade Screening

Essential Skill Components	Name of Assessments	Dates for Screening and Benchmarking
Phonemic Awareness	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Phonics	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Letter Naming Fluency Mixed Case Letters	I-Ready Literacy Tasks	September 2026 December 2026 April 2027
Fluency - Grade 1 Passage	I-Ready Literacy Task Benchmarks 1-3	September 2026 December 2026 April 2027
Lexile	I-Ready Inform Assessment	September 2026 December 2026 April 2027

*All 5 areas of reading are assessed, however only foundational skills qualify a student for an RSP.

Second Grade Screening

Essential Skill Components	Name of Assessments	Dates for Screening and Benchmarking
Phonemic Awareness	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Phonics	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Fluency - Grade 2 Passage	I-Ready Literacy Task Benchmarks 1-3	September 2026 December 2026 April 2027
Vocabulary	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Comprehension	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Lexile	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Pseudoword Decoding - Fluency	Pseudoword Decoding - Fluency Assessment (Administered only if a student's IRDI (overall score) is below 419 as a dyslexic risk screener)	September 2026 December 2026 April 2027

Third Grade Screening

Essential Skill Components	Name of Assessments	Dates for Screening and Benchmarking
Phonemic Awareness	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Phonics	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Fluency - Grade 3 Passage	I-Ready Literacy Task Benchmarks 1-3	September 2026 December 2026 April 2027
Vocabulary	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Comprehension	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Lexile	I-Ready Inform Assessment	September 2026 December 2026 April 2027

Fourth Grade through Sixth Grade Screening

Essential Skill Components	Name of Assessments	Dates for Screening and Benchmarking
Phonics	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Comprehension	I-Ready Inform Assessment	September 2026 December 2026 April 2027
High Frequency Words	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Vocabulary	I-Ready Inform Assessment	August 2026 December 2026 March 2027
Fluency - Grade 4 Passage	I-Ready Literacy Task Benchmarks 1-3	September 2026 December 2026 April 2027

Seventh through Eighth Grade Screening

Essential Skill Components	Name of Assessments	Dates for Screening and Benchmarking
Phonics	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Vocabulary	I-Ready Inform Assessment	September 2026 December 2026 April 2027
High Frequency Words	I-Ready Inform Assessment	September 2026 December 2026 April 2027
Comprehension	I-Ready Inform Assessment	September 2026 December 2026 April 2027

Analysis of Data

The **district data team** will be used to analyze screening results. The team will consist of the grade level teacher, Reading Specialist/Interventionist, SPED director, superintendent, a parent, and principal. In general, students will be considered “at-risk,” “at some risk,” suspected to have dyslexia, flagged for dyslexia, or diagnosed with dyslexia.

- Students “at some risk”: These are students that did not score low enough to qualify for at-risk, but have not met proficiency. Students that are a half of a year to a year behind in one or more of the five areas of reading.
- Students “at-risk”: These are students that are one year or more below grade level in one or more of the five areas of reading.
- Students suspected of dyslexia: These are students that display several characteristics for dyslexia, but have not been diagnosed with dyslexia.
- Students flagged for dyslexia: The Dent-Phelps R-III Benchmark screener, I-Ready, can flag students for dyslexia if the student has many areas of reading flagged as at-risk. This is not a diagnosis, it indicates that the student displayed characteristics of dyslexia during the assessment and their scores are very low.
- Students diagnosed with dyslexia: This is an official diagnosis from a specialist.

Core Instruction and Intervention

Students will receive core instruction in the literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, Dent-Phelps R-III will provide support consistent with the findings of the I-Ready Benchmark Inform diagnostic. Early interventions are crucial for reading acquisition.

Students in **Kindergarten** that are exhibiting characteristics of dyslexia: Difficulty learning the alphabet or sounds, difficulty learning numbers and counting, consistently reversing letters, and/or struggle with phonemic awareness may be placed in a small group or one-on-one instruction in the classroom that meets the student's needs. If a student's benchmark Inform diagnostic overall score is well below level, the student will be given a dyslexia screener, RAN Objects Task. If the student's overall score and RAN assessment are flagged as at-risk, or the student's Phonological Awareness is flagged at-risk, the student will be given a Reading Success Plan.

Students in **first grade** that are more than a half a year below grade level in reading according to the schoolwide state approved screener, I-Ready, may be given more extensive assessments to determine the exact skills the student(s) need for reading acquisition: Informal Phonics inventory, Scholastic Guided Reading Assessments, or a phonemic awareness assessment (PAST). The student may be placed in a small group or one-on-one instruction in the classroom or RTI that meets the student's needs. If a student's benchmark Inform diagnostic Lexile score or phonological awareness scores are flagged as at-risk, or if the student's overall score and letter naming fluency score are flagged as at-risk, the student will be given a Reading Success Plan.

Students in **second and third grade** that are more than a half a year below grade level in reading according to the schoolwide state approved screener, I-Ready, may be given more extensive assessments to determine the exact skills the student(s) need for reading acquisition: Informal Phonics inventory, Scholastic Guided Reading Assessments, or a phonemic awareness assessment (PAST). The student may be placed in a small group or one-on-one instruction in the classroom or RTI that meets the student's needs. If a student's benchmark Inform diagnostic Lexile score or phonics scores are flagged as at-risk, or if the student's overall score and reading fluency scores are flagged as at-risk, or if the student's reading fluency and vocabulary and/or comprehension scores are flagged as at-risk, the student will be given a Reading Success Plan.

Students in **4th grade through 8th grade** that are more than a year below grade level in reading according to the schoolwide state approved screener, I-Ready, may be given more extensive assessments to determine the exact skills the student(s) need: phonics, vocabulary, phonemic awareness, fluency, and comprehension. These assessments, along with the I-Ready screening will be used to determine student's needs in a small group setting during RTI. If a student's I-Ready scores are flagged as at-risk in one or more of the five areas of reading, the students in 4th grade will be given a Reading Success Plan and students in 5th-8th grade may receive a Reading Success Plan.

Students in grades K-8 can be recommended for Reading Interventions through the school's CARES Team. If a student receives a Reading Success Plan, an action plan will be created to meet the student's individual needs. Depending on the student's needs, they may be placed in Reading Interventions.

Reading Success Plans

- Missouri Statute Section 167.645, RSMo (SB 681) requires school districts to conduct a foundational reading assessment as well as a dyslexia screener annually. The Missouri Department of Elementary and Secondary Education (DESE) has approved I-Ready as a Missouri Foundational Reading Assessment and dyslexia screening tool.
- Missouri's Foundational Reading Assessment helps identify students who may have some reading difficulties. Students are assessed using I-Ready in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. The results of the assessment will help identify students who need a Reading Success Plan (RSP).
- Reading Success Plans are created to identify areas of improvement. This is a detailed plan on how we will support students in reading in the classroom and/or reading interventions. Once identified, teachers and reading interventionists can provide instructional support targeted to student needs, monitor student progress, and adjust instruction as needed.
- During Parent/Teacher Conferences, teachers will share with caregivers the results of students' I-Ready assessment data. If a student scores at-risk, the teacher will discuss the focus of the interventions and additional support they will receive in reading. Caregivers will be notified and provided a copy of the RSP. The teacher will continue to communicate with the student's parent/guardian throughout the year about the student's progress.
- Each student's RSP will be an ongoing plan for the duration of the student's needs. Student progress will be monitored every few weeks to gauge growth. If a student reaches their set learning goals, it is possible for them to exit their reading plan. However, they may only exit their RSP if their Benchmark diagnostic shows they have mastered the skills in all five areas of reading on two consecutive diagnostics.
- The District will provide links to resources for parents so they may serve as partners in support of their student's reading skills improvement. The District will also hold AR literacy nights throughout the school year to provide opportunity for parents/families to engage in their student's reading improvement efforts.
- According to the Missouri Law (SB 681), students not reading proficiently by the end of 3rd grade may face retention after consultations with parents. (New proposals (2026) aim to automatically retain at-risk readers)

Student Supports in the Classroom

The following is a list of possible supports that may benefit students that are “at-risk” or dyslexic. Not all students will require all of these supports. It is important to match the support to each individual student. In addition, this is not an “all-inclusive” list. (See *DESE Guidance Document*, pp. 5-8 for additional support.)

After a child has been identified as being “at-risk,” suspected dyslexia, or diagnosed with dyslexia, the data team will meet to determine which supports would be helpful based upon the child’s screening results. Teachers and parents will be provided with a checklist tailored to that child’s needs, may be included with a Reading Success Plan. Some students may need additional support such as a 504 or an IEP.

General

- Establish repeated exposure and review
- Reduce copying from boards or overheads to allow for focus on processing information instead of laboring to write it. (Guided notes)
- Present new information in small sequential steps
- Use manipulatives in math and science when possible
- Use graphic organizers
- Use both oral and printed directions
- Have students orally repeat the directions for a task

Environment

- Offer preferential setting (close to a positive role model, board, or teacher)
- Keep workspaces clear of unrelated materials

Technology

- Give option to type assignments

Social/Emotional

- Gauge frustration levels
- Allow for frequent breaks and vary activity (when frustrated)
- Provide frequent positive feedback and reinforcement
- Praise effort and process, not just final output

Assignments

- Avoid penalizing for penmanship or spelling errors
- Break large assignments into chunks
- Limit use of word searches, crossword puzzles, letter jumbles, or “fill-in-the-letter” riddle math sheets

Tests/Exams

- Teacher may read the test aloud
- Use fewer selections for multiple choice
- Chunk matching questions into smaller sections
- Provide word banks for “fill in the blank”, short answers, or labeling items
- Avoid penalizing for spelling, punctuation, or grammar errors (as appropriate for assignment criteria)

- Allow oral responses (as appropriate for assignment criteria)

Math

- Read aloud word problems
- Allow utilization of graphic organizers for word problems
- Break word problems into smaller steps
- Allow students to turn lined notebook paper vertically creating problems for numbers
- Allow students to use graph paper

Submission of Core Data to Missouri Department of Elementary and Secondary Education

The following information will be submitted annually in June as Core Data to DESE for grades K-3.

- **Screened:** Y/N
- **I-Ready Reports to DESE**
- **Number of Students with Reading Success Plans**
- **Screening Tools Used: I-Ready**
- **At-Risk:** Y/N
- **Action Taken Beyond Core Instruction:**
 - Interventionist
 - SLP
 - Other (Tutoring)

Professional Development for Dyslexia/RSPs

The Dent-Phelps R-III I District will provide at least two hours of dyslexia in-service training and RSP training to all certified staff. Trainings may include an introduction to dyslexia, phonological and phonemic awareness, reading development, supports, reading-related brain research, book studies, and online modules.

Required Training	Staff to Attend	Date of Training
2 Hour Dyslexia Training	K-8 Certified staff	August 2026
RSP Training	K-8 Certified staff	August 2026

Communication to District Staff and Board of Education

Dent-Phelps R-III School District staff and board of education will be provided information in spring 2026 regarding the District Dyslexia/Literacy 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 2026-2027 school year.

Communication	Audience	Dates
Approval of 2025-2026 Dent-Phelps R-III Literacy Plan	School Board	March 2024
Action Plan (Reading Success Plan)	Grades K-8 teachers	2025
Approval of Revised Dent-Phelps R-III Literacy Plan	School Board	May 2026
RSP Training/RSP Tool Orientation	Grades K-6 teachers	August 2026

Parent Communication

Dent-Phelps R-III School District will provide information to parents regarding aspects of this plan. The following actions will be taken by the district.

Communication	Audience	Dates
Information about the dyslexia law in May family newsletter	School-wide family members	May 2026
Information about the Dent-Phelps R-III Dyslexia Action Plan in parent handbook	School-wide family members	July 2026
Information about the screening process in September, December, and April Family Newsletter	School-wide family members	September 2026 December 2026 April 2027

Screening results	1-8 grade family members	September 2026
Screening results	K-8 family members	January 2027
Screening results	K-8 family members	April/May 2027
RSP (implementation, review, goal-setting)	K-6	August 2026 September 2026 December 2026 April 2027
RSP & Dyslexia Family Handbooks	K-8	TBA
District Online Reading-at-Home RSP Family Resources	K-8	May 2026

High Quality Instructional Materials

The District will ensure the use of instructional materials that meet DESE’s requirements for evidence-based reading instruction.

The District’s principal, assistant principal, reading interventionist, teacher, and parent designees will serve on committee to evaluate instructional materials and curriculum to ensure alignment with DESE’s Missouri Learning Standards. When new instructional materials are required, this committee will ensure new purchases align to DESE’s MLS and requirements for evidence-based reading instruction.

Currently Utilized Materials for Literacy Instruction:

- UFLI (K-5)
- Raz Plus (K-8)
- Scholastic Guided Reading Books (K-6)
- Heggerty (PK-2)
- I-Ready Reading (K-8)
- Ready Writing (3-6)

For questions regarding the Dent-Phelps R-III Literacy Plan, please contact:

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