



**Fayette R-III
Literacy Plan
2025-2026**

Fayette School District Mission

Our mission is to educate all students to be ethical, successful citizens.

Daly Elementary Mission Statement

The mission of Daly Elementary is to provide a foundation which equips all students with the essential skills for learning.

Clark Middle School Mission Statement

Clark Middle School provides a safe, nurturing school community in which students become independent thinkers, take initiative, and are prepared for a rigorous high school curriculum.

INTRODUCTION:

Daly Elementary School is a PK-5 building with approximately 50 students per grade level. All grade levels have three sections and in grades K-3 each classroom teacher provides reading instruction and guided reading groups to their students. In grades 4-5 tier one instruction is departmentalized.

Clark Middle School is a 6th, 7th, and 8th grade learning center with approximately 50 students per grade level. The faculty is comprised of content area specialists that includes Algebra, Math, English Language Arts, Science and Social Studies. A sixth grade reading class is offered for additional instruction in Reading.

The Missouri Department of Elementary and Secondary Education and the Fayette School District believes:

- Literacy is the language of opportunity.
- Children must be at the heart of all we do.
- Every child has the right to learn and to read on grade level.
- Teachers-not programs or products- teach students to read, write, and spell.

The purpose of the Fayette R-III Literacy Plan is to provide a resource for parents, caregivers, teachers, staff and administration concerning the K-6 plan for literacy education within the Fayette School District.

LITERACY DEFINED as by the Missouri Department of Elementary & Secondary Education

The comprehensive body of evidence-based scientific research (the science of reading) from the fields of linguistics (language), neurology (the brain), psychology (the mind), literacy, and intervention reports clear evidence that all learners benefit from explicit and systematic instruction in:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

It is important to note that the body of work referred to as the “science of reading” is not an ideology, philosophy, one-size-fits-all approach, program of instruction, or specific component of instruction. This comprehensive body of research informs evaluating, selecting, and implementing instructional programs and professional development. Research also informs how children learn to read and debunks methods of reading instruction based on tradition and observation, not evidence.

The evidence-based research making up the science of reading (e.g., Bottari, 2022; Moats, 2020; Shanahan, 2022) suggests that students need to learn the sounds letters represent (phonemes); to connect the letters/graphemes of the English alphabet that go with these sounds; to learn letter patterns that help them fluently decode and spell words; to read smoothly with expression; and to comprehend/make sense out of words, sentences, and paragraphs. These skills are the tools students need in order to be purposeful, fluent readers and communicators throughout life.

The Missouri Department of Education aligns itself with the evidence-based research of the science of reading. The Department’s priority is having all literacy initiatives, birth through grade 12, be grounded in evidence-based best practices and ensuring Missouri educators are provided with support and resources that uphold this scientific understanding of reading and literacy development.

MISSOURI LEARNING STANDARDS:

The Fayette School District follows the Missouri Learning Standards for all subjects including English Language Arts (ELA). These standards are important to:

- Provide common expectations for all students, including clear and consistent learning goals for all students grades K-12.
- Create a system of accountability and areas for improvement
- Align instructional materials, resources and strategies between grade-levels

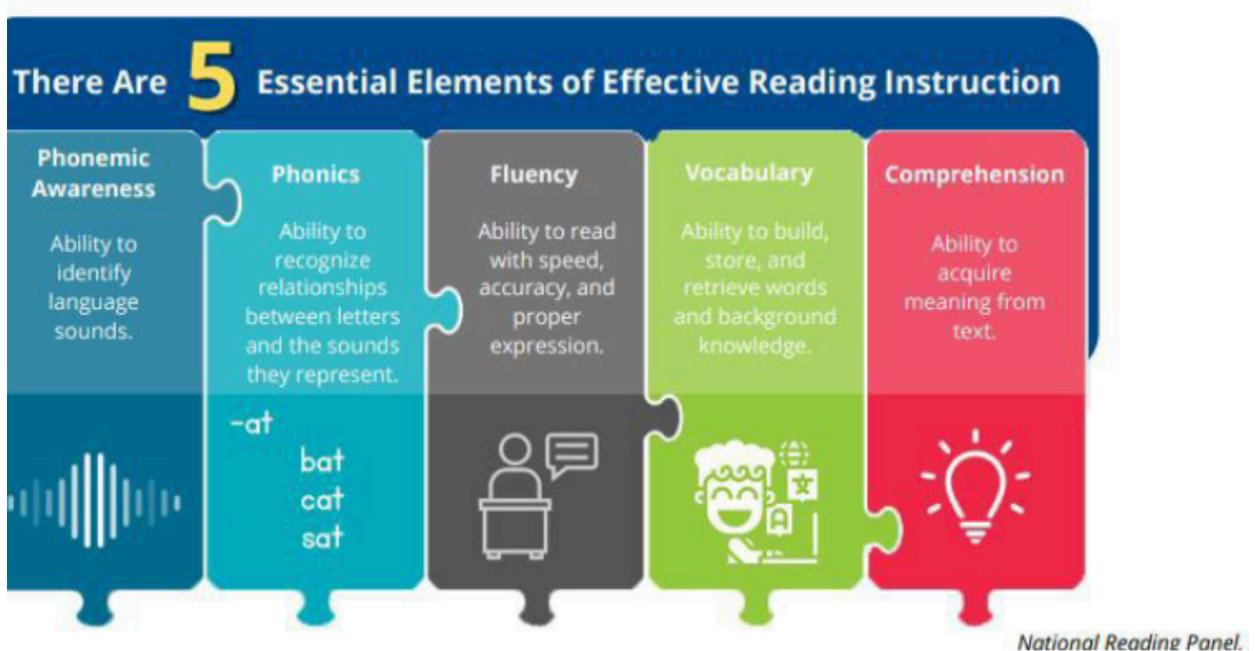
Fayette R-III teachers use the standards to guide their instruction and ensure that students are making progress towards mastery of essential literacy skills.

LITERACY INSTRUCTION:

Literacy instruction at Daly Elementary is founded upon the science of reading using the following resources: Phonemic Awareness and Phonics: 95 Phonics Core Program

Tier I Reading Instruction: Bookworms

Other resources include; 95% intervention resources, SPIRE, Soliday System, UFLI, and decodable texts



Examples of Essential Skills Data (as outlined in the Reading Success plan Guidance for the Missouri Department of Elementary and Secondary Education)

Phonological Awareness	The awareness of all levels of the sound structure of spoken words.
Phonemic Awareness	A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest unit of sound.
Phonics	A method of reading and writing instruction that teaches spelling patterns (graphemes) to their sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them (relationship between letters and sounds).
Fluency	The capacity to read words in connected text with

	sufficient accuracy, rate, and prosody to comprehend what is read.
Vocabulary Semantics	Knowledge of words and word meanings and includes words that a person understands and uses in language. Vocabulary is essential for both learning to read and comprehending text.
Comprehension	The process of extracting and constructing meaning from stories read orally or independently.
Morphology	The study of the forms and structures of words.
Syntax	The formation of sentences and the associated grammatical rules. Syntax skills help us understand how words work- the meaning behind word order, structure, and punctuation.

Moats and Tolman (2019) LETRS Volume I

LITERACY INSTRUCTION TIERS:

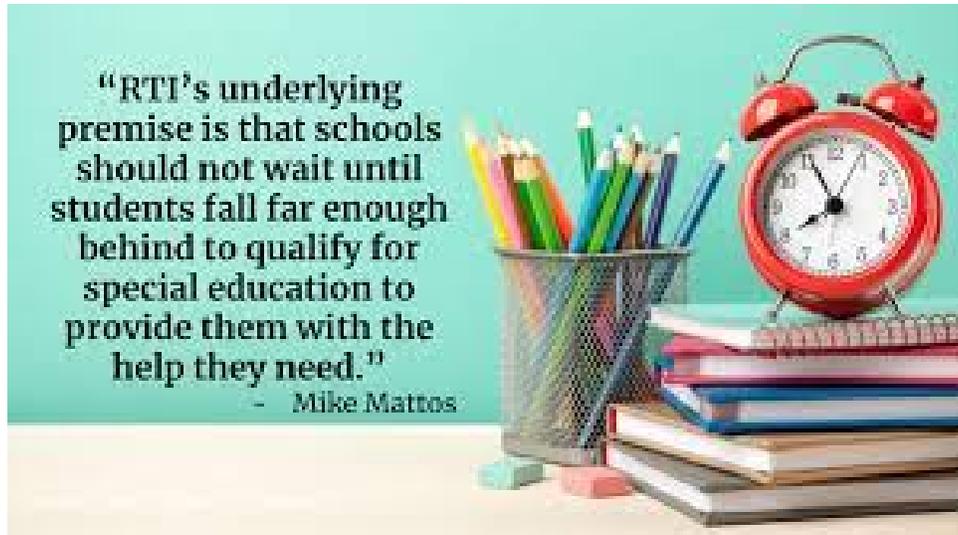
Daly Elementary uses a tiered system of support to meet the individual needs of all students, otherwise known as Response to Intervention (RTI). Within all tiers, literacy instruction is founded upon the science of reading.

Tier I consists of explicit and systematic whole class instruction.

Tier II Students in grades K-3 daily have reading instruction on their level in guided reading groups. Student progress is monitored and additional assessment and teaching strategies/resources are used for further student instruction.

Students who require more intensive interventions based on NWEA data and other screeners will have a Falcon Team in a small group with targeted instruction with a Title I reading teacher. In addition a Reading Success Plan will be completed with the student’s caregiver and put into action for students that meet the requirements. (see Appendix A)

Tier III Tier III instruction is a highly individualized and intensive intervention provided to students with severe or persistent academic needs. It can include frequent small-group or one on one instruction with Title or Special Education.



“RTI’s underlying premise is that schools should not wait until students fall far enough behind to qualify for special education to provide them with the help they need.”

- Mike Mattos

ASSESSMENTS:

An annual district dashboard is available for public viewing on the district website. The website address is: www.fayette.k12.mo.us

Along with the annual state assessment for grades 3-5, a **K-5 universal screener** is used for instructional decisions. This universal screener is an initial, brief assessment which focuses on critical reading skills and is predictive of future reading growth and development. Daly Elementary uses NWEA as the universal screener, and all kindergarten students are screened the first few weeks of school with the KEA - Kindergarten Entry Assessment tool.

For reading, NWEA assesses the following categories:

- Phonological Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension: Listening
- Comprehension: Language
- Comprehension: Literature
- Comprehension: Informational Text

A universal screener is:

- Conducted at the beginning of the school year to identify students who need additional support and/or alternative forms of instruction.

- Followed by benchmark assessments completed mid-year and end of the year using same, comparable, and/or multiple test forms to determine reading development.
- Progress monitoring (mini-assessments within the screener) are given at least twice a year to students currently scoring below grade level on benchmark assessments. This provides guidance to the care team/data team in determining whether current reading/intervention plans are beneficial.

The purpose of the universal screener is to:

- Identify students at-risk or not at-risk for reading failure.
- Identify students who exhibit a substantial deficiency in reading and require a Reading Success Plan (RSP)
- Form small groups for instruction and intervention.
- Plan instruction and interventions.
- Set individual goals for student achievement.
- Set exit criteria for intervention windows.

This universal screener, along with teacher observations are used to determine intervention needs of students, placement in Falcon Teams, and determination of students who require an RSP.

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 where 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.

Students in grade 6 and beyond who remain on an RSP from elementary school and for those who receive a formal diagnosis of dyslexia will continue with their Reading Success Plan until the student's reading deficiency is remedied. (K-5 Reading Success Plan Guidance, 6-12 Reading Success Plan Guidance for Missouri School Districts)

The complete Fayette R-III District Assessment Plan

can be found in Appendix C

DYSLEXIA:

The Fayette R-III School District can not test or diagnose dyslexia. The school district screens for characteristics or possible risk factors for dyslexia as required by law. Dyslexia is a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Missouri Department of Elementary and Secondary Education)

Characteristics of dyslexia vary depending on students' strengths and weaknesses. Key features of dyslexia may include but are not limited to:

- Difficulty in phonological awareness skills (e.g. rhyming, segmenting, and blending sounds)
- Difficulty learning the names and sounds of letters
- Confusion of letters and words with similar appearance
- Reversals of letters and words beyond the age of seven (3rd grade)
- Difficulty arranging letters in the correct order when spelling
- Spelling the same word in different ways on the same page
- Persistent deficits in reading despite adequate instruction

DYSLEXIA versus a SPECIFIC LEARNING DISABILITY

Both terms identify deficits in basic reading skills and reading fluency skills. Historically, the medical field has used the term dyslexia to refer to this learning profile, and DESE has used the term Specific Learning Disability. Individuals with a medical diagnosis of dyslexia may also meet DESE criteria for a Specific Learning Disability if their deficits have an adverse effect on educational achievement which necessitates specialized instruction. Not all students with dyslexia meet DESE criteria for a Specific Learning Disability.

See Appendix D for the Fayette R-III Dyslexia Plan

INSTRUCTION, INTERVENTION AND ENRICHMENT

Fayette R-III provides high-quality instruction to all students, with a focus on individual student success, including:

- ★ use of modifications and accommodations in the classroom as needed
- ★ targeted interventions for those who need additional support
- ★ enrichment activities and opportunities for students mastering content
- ★ intervention time during the day that we call Falcon Teams. Students work in small groups on skills that they need reinforcement on or enrichment activities.

While knowledge, skills, and standards vary across courses and grade levels, common literacy expectations exist throughout the district.

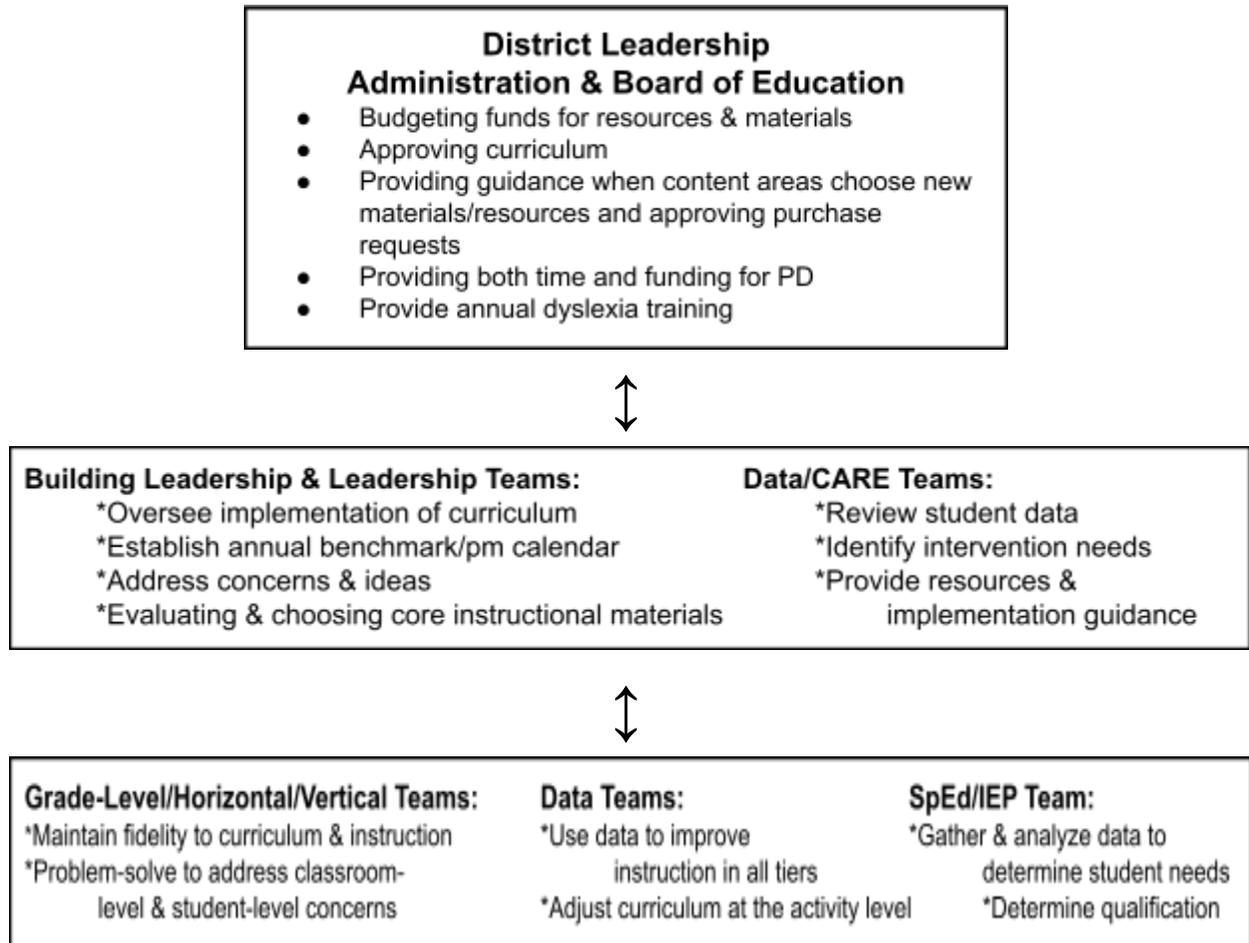
1. Instruction includes both literary and information texts
 - a. Expose students to increased amounts of informational text reading.
 - b. Students connect real-world experiences and other content areas by making text-to-text connections.
2. Literacy must be taught in content areas as well as in stand-alone courses
 - a. Literacy instruction is integrated into core content and elective courses.
3. Text complexity should increase through the grade levels
 - a. Explicit and intentional teaching of close reading
 - b. Scaffold and support students to meet individual needs
4. Emphasize critical thinking skills
 - a. Include rich discussions dependent upon common texts, themes, concepts and ideas
 - b. Support responses with text-based evidence across all content areas
5. Write with clear purpose and audience in mind
 - a. Focus on clarity of intended message
 - b. Improve research skills inclusive of questions, citations and credible resources
 - c. Appropriately support claims with evidence and reasoning
6. Develop academic vocabulary
 - a. Build vocabulary through research and evidence-based instructional practices
 - b. Apply vocabulary to emphasize highly utilized and multiple meaning words.

LEADERSHIP

Fayette R-III School District includes strong leadership and support on all levels, including district administrators, building leadership teams, classroom teachers and building staff. This district provides professional development opportunities for all staff members to ensure they have the skills and knowledge needed to implement research-based literacy practices effectively. Collaboration with administrators,

teachers and support staff across the district ensures that literacy is a system-wide priority.

District Leadership Roles & Responsibilities Related to Literacy



BUILDING COMMUNITY/FAMILY SUPPORT & ENGAGEMENT

Fayette R-III School District recognizes the importance of a community-wide commitment to literacy for student success, and works to build strong partnerships with families and the Fayette community as a whole. The district regularly communicates with families about their child’s progress in literacy and provides resources and support to help families promote literacy at home. The district also collaborates with community organizations to provide additional resources for literacy instruction.

CONCLUSION

The Fayette R-III School District Literacy Plan is designed to ensure all students receive a high-quality education in literacy. This comprehensive plan focuses on the development of strong literacy skills in reading, writing, speaking and listening for all students. With the belief and support of strong leadership, effective instructional practices, and partnerships with families and the community, we are confident all students will achieve individual success.

Whatever it is, Together We Can!

Appendix A

25-26 Daly Elementary Reading Success Plan

Student Name:	Teacher:	Grade:
History of Achievement:	Special Populations:	Date of Original RSP:
(include strengths and areas of need from previous years based on assessments and parent input.)	Check below if applicable: <input type="checkbox"/> IEP _____ <input type="checkbox"/> 504 _____ <input type="checkbox"/> Characteristic of Dyslexia _____ <input type="checkbox"/> Other _____ _____	
NWEA MAP Reading Fluency data:		

	Fall Percentiles	Winter Percentiles	Spring Percentiles
Phonemic Awareness			
Phonics			
Oral Reading Fluency			
Vocabulary			
Language Comprehension			
Lexile Score			
MAP Reading Growth			
Other Assessment:			
Comments			

Specific Literacy Need

Data indicates specific skill deficit(s) in the following areas:

- Phonemic Awareness (PA)
- Phonics
- Fluency
- Vocabulary/Semantics
- Morphology
- Syntax
- Comprehension
- Lexile

Reading Success Plan Goal(s):				
Goal #1:	Select Specific Literacy need: <input type="checkbox"/> Phonological Awareness (PA) <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary/Semantics <input type="checkbox"/> Morphology <input type="checkbox"/> Syntax <input type="checkbox"/> Comprehension <input type="checkbox"/> Lexile	Date Started:	Score:	Determine Progress:
		PM1:		
		PM2:		
		PM3:		
		Decision: (6 wks)		
Goal #2:	Select Specific Literacy need: <input type="checkbox"/> Phonological Awareness (PA) <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary/Semantics <input type="checkbox"/> Morphology <input type="checkbox"/> Syntax <input type="checkbox"/> Comprehension <input type="checkbox"/> Lexile	Date Started:	Score:	Determine Progress:
		PM1:		
		PM2:		
		PM3:		
		Decision: (6 wks)		

Goal #3:	Select Specific Literacy need: <input type="checkbox"/> Phonological Awareness (PA) <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary/Semantics <input type="checkbox"/> Morphology <input type="checkbox"/> Syntax <input type="checkbox"/> Comprehension <input type="checkbox"/> Lexile	Date Started:	Score:	Determine Progress:
		PM1:		
		PM2:		
		PM3:		
		Decision: (6 wks)		
Goal #4:	Select Specific Literacy need: <input type="checkbox"/> Phonological Awareness (PA) <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary/Semantics <input type="checkbox"/> Morphology <input type="checkbox"/> Syntax <input type="checkbox"/> Comprehension <input type="checkbox"/> Lexile	Date Started:	Score:	Determine Progress:
		PM1:		
		PM2:		
		PM3:		
		Decision: (6 wks)		

<h2>Parent Communication</h2>	
Updates must be provided to the student's family 4 times throughout the course of the year, along with reading strategies to use at home.	
	Family Component: <input type="checkbox"/> Reading At-Home Parent Activities (QR Code to the left) <input type="checkbox"/> Other: _____
Date:	Communication Provided:

Role	Signature	Date
Teacher:		
Administrator:		
Parent:		

Grades 3-5

- If the student is not on grade level by the end of 3rd grade, a parent meeting has occurred and a reading plan has been completed.

Date of Meeting: _____

APPENDIX B

Early Learning & Early Literacy Assessment Cycle

Kindergarten Entry Assessment (KEA)
Administered once, within the first 2–6 weeks of entering kindergarten

Kindergarten teachers use a KEA to measure the skills and behaviors of students entering school. The KEA is designed to measure five essential areas of school readiness.

Learn more about approved tools, training activities, and reporting at: dese.mo.gov/kea.

K-3 Evidence-Based Foundational Reading Assessments
Administered twice per year

1. *Within the first 30 days of the school year for grades 1–3 or before Dec. 31 for kindergarten*
2. *Within the last 30 days of the school year for K–3*

The K–3 Evidence-Based Foundational Reading Assessments measure student skills in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. The data from these assessments are used to inform instruction, determine reading readiness, identify strengths and areas of growth, and determine if a Reading Success Plan (RSP) is required.

Learn more about the assessments at: dese.mo.gov/literacy.

K-3 Dyslexia Screener
Administered twice per year for kindergarten and three times per year for grades 1–3

1. *Within the first 30 days of the school year for grades 1–3*
2. *At mid-year for K–3*
3. *Within the last 30 days of the school year for K–3*

The Dyslexia Screener is designed to help identify students who may be at risk for dyslexia or other reading difficulties. All approved K–3 assessment vendors have a universal dyslexia screener to meet these requirements.

Learn more about dyslexia screening requirements and recommended screeners at: dese.mo.gov/dyslexia.

Additional Information

Reading Success Plans (RSPs) must be provided by the end of the first quarter (end of January for kindergarten) for any student who exhibits a substantial reading deficiency, based on a body of evidence that includes, at minimum, results from the K–3 Evidence-Based Foundational Reading Assessment, but may also include teacher observation and other formative and summative assessments. Local education agencies (LEAs) enter RSP data in MOSIS as part of the February and June cycles.

Any students in grades 4–5 who remain on an RSP beyond grade 3 must be assessed for level of reading or reading readiness at the beginning and end of the school year.

Newly enrolled students in grades 1–5 must be assessed for level of reading or reading readiness with a state-approved assessment.

Evidence-Based Foundational Reading Assessments — Approved Vendor List (K–3)

<p>Curriculum Associates® — i-Ready Assessment® David Rogier • drogier@iexinc.com • 618-922-5571 Patrick McCulloch • pmcculloch@iexinc.com • 616-497-8420 www.curriculumassociates.com/programs/i-ready-assessment/diagnostic</p> <p>Imagination Station® — iStation® Julie Ellis • julie.ellis@istation.com • 314-613-9111 www.istation.com</p> <p>NWEA® — MAP Reading Fluency® Samantha Mullins • samantha.mullins@nwea.org • 312-409-0145 www.nwea.org/map-reading-fluency/</p>	<p>Renaissance Learning® — Star Assessments for Missouri Reading® Jennifer Burns (LEAs with more than 3,500 students) Jennifer.Burns@renaissance.com • 816-620-8100 (cell) Lynn Benz (west Missouri — west of Highway 63) Lynn.Benz@renaissance.com • 573-907-9256 Sandra Wimer (west Missouri — west of Highway 63) Sandra.Wimer@renaissance.com • 573-372-5466 www.renaissance.com/products/star-assessments/</p>
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APPENDIX C

Fayette R-III School District

ASSESSMENT PLAN

2025-2026

Overview of Assessment

Assessment is a crucial part of the instructional process. By analyzing information from assessments, teachers can more effectively determine what students know and are able to do. Examining assessment information is essential to identifying gaps in learning or opportunities to challenge students. The Fayette School District Assessment Plan includes all federal- and state-mandated assessments in addition to locally administered assessments. Additional assessments are used to identify students in need of additional support to reach grade level standards so that interventions can be put into place. Regular, quality assessment aides us in determining:

- What is it we want our students to know and be able to do?
- How will we know when they have learned it?
- What will we do in our schools when students are not learning or being successful?
- What will we do in our schools when students already know the material and are being highly successful?

The district expectation is that all students will participate in the Missouri Assessment Program, which is an important part of the teaching and learning process. Both the district and DESE are required by the Family Educational Rights and Privacy Act (“FERPA”) to keep personally identifiable student information confidential. Therefore, neither DESE nor the district will disclose a student’s personally identifiable information to any other entity without consent, including the federal government. The district is not required to administer any state-required assessments to students who are not enrolled in the district. We follow board policies IL and ILA with regard to assessments.

Kindergarten Assessment Plan

August	September	October	November	December	January	February	March	April	May
	KEA		NWEA	ESGI		ESGI		NWEA	ESGI

Progress monitoring occurs monthly for students not meeting benchmark standards. Midterm and Quarterly Assessments on Concepts of Print, Phonemic Awareness, Phonics, Comprehension, Writing and Math are administered.

1st and Grade Assessment Plan

August	September	October	November	December	January	February	March	April	May
	NWEA			NWEA				NWEA	

Progress monitoring occurs monthly for students not meeting benchmark standards. District Math program interim assessments are administered throughout the year.

2nd Grade Assessment Plan

August	September	October	November	December	January	February	March	April	May
	NWEA			NWEA				NWEA	

Progress monitoring occurs monthly for students not meeting benchmark standards. District Math program interim assessments are administered throughout the year.

3rd Grade Assessment Plan

August	September	October	November	December	January	February	March	April	May
	NWEA			NWEA				NWEA MAP- ELA, Math	MAP- ELA, Math

Progress monitoring occurs monthly for students not meeting benchmark standards. District Math program interim assessments are administered throughout the year.

4th and 5th Grade Assessment Plan

August	September	October	November	December	January	February	March	April	May
	NWEA			NWEA				NWEA MAP- ELA, Math, 5th grade only- Science	MAP- ELA, Math, 5th grade only- Science

Progress monitoring occurs monthly for students not meeting benchmark standards. District Math program interim assessments are administered throughout the year.

6th-8th Grade Assessment Plan

August	September	October	November	December	January	February	March	April	May
	NWEA			NWEA				NWEA MAP-ELA, Math, 8th grade only- Science	MAP-ELA Math, 8th grade only- Science

9th-12th Grade Assessment Plan 2022-2023

August	September	October	November	December	January	February	March	April	May
		Fall EOC window (as needed)	Fall EOC window (as needed)	Fall EOC window (as needed)	Fall EOC window (as needed)	ASVAB- All Juniors	Spring EOC/ MAP	Spring EOC/ MAP	Spring EOC/ MAP

State Assessments

Missouri Assessment Program (MAP)	
DES Window	April 6-May 15, 2026
CMS Window	April 6-May 15, 2026
End-of-Course (EOC) (English II, Algebra I, Algebra II, Biology, Government)	
FHS Window	March 9-May 15 2026
MAP-Alternate (DLM)	
Fall Instructionally Embedded Window	September 8- December 19, 2025
Spring Instructionally Embedded Window	February 9- May 15, 2026
ACCESS for ELLs	
State Window	January 5- February 27, 2026

Special Education Assessments

The following assessments are used in the special education department for identification and support of students. Details of the purposes, administration, processes, and procedures regarding these assessments can be found by contacting the Director of Student Services.

Assessment Area	Assessment
Cognitive	Developmental Profile IV (Cognitive) Developmental Assessment of Young Children-2nd Edition (Cognitive) Leiter-R Wechsler Intelligence Scale for Children, 5 th edition (WISC-V) Wechsler Adult Intelligence Scale (WAIS-IV) Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III)
Achievement	Woodcock Johnson Test of Achievement (WJ4) Bracken School Readiness Assessment, 3 rd Edition
Adaptive Behavior	Developmental Profile IV (Adaptive) Developmental Assessment of Young Children-2nd Edition (Adaptive) Adaptive Behavior Evaluation Scale, 3 rd Edition (ABES) Adaptive Behavior Assessment System, 3 rd Edition (ABAS)
Speech-Language	Developmental Assessment of Young Children-2nd Edition (Communication) Preschool Language Scale-5 (PLS-5) Test of Early Language Development Test of Language Development (Primary and Intermediate) Clinical Evaluation of Language Fundamentals-5 (CELF-5) Comprehensive Assessment of Spoken Language (CASL) Goldman Fristoe Test of Articulation-2 (GFTA-2) Pragmatic Language Skills Inventory Khan Lewis Phonological Analysis-2 (KLPA-2)
Physical-Motor	Developmental Profile IV (Physical Motor) Developmental Assessment of Young Children-2nd Edition (Physical Motor) Peabody Developmental Motor Scale- 2 Beery Buktenica Visual Motor Integration Scale Developmental Test of Visual Perception-3rd Edition Sensory Processing Measure School Function Assessment
Behavior	Developmental Assessment of Young Children-2nd Edition (Social-Emotional) Behavior Dimensions Scale (BDS-2) Attention Deficit Disorder Evaluation Scale (ADDES) Behavior Evaluation Scale, 4 th edition Early Childhood Behavior Scale Preschool and Kindergarten Behavior Scale, 2nd Edition (PKBS-2) Gilliam Autism Rating Scale, 3 rd edition Autism Spectrum Disorder Evaluation Scale (ASDES) Scales for Assessing Emotional Disturbance (SAED-2) Emotional Disturbance Decision Tree

	Differential Scale of Social Maladjustment and Emotional Disturbance
Transition	Transition Behavior Scale (TBS) Missouri Connections

Assessment Descriptions

Missouri Assessment Program

Grade-Level Assessments (referred to as MAP)

The MAP assessments are required by the state and given to students in grades 3-8 in selected subject areas. Subject areas that are assessed include English language arts and math in grades 3-8, and science in grades 5 and 8. These assessments are used to measure what students know and are able to do in relation to skills identified by the Missouri Learning Standards. Results are also used to determine student performance trends over time and help to make conclusions regarding the effectiveness of the locally developed district curriculum. These results are reflected in building and district Annual Performance Reports (APR) produced by the Department of Elementary and Secondary Education (DESE).

End-of-Course (EOC) Exams

End-of-course exams are required by the state and given to students when they successfully complete selected courses. Courses that are assessed include: English II, Algebra I, Algebra II (if necessary), Biology, and American Government. These assessments are used to measure what students know and are able to do in relation to skills identified by the Missouri Learning Standards and are included in the student's final grade for the course. Results are also used to determine student performance trends over time and help to make conclusions regarding the effectiveness of the locally developed district curriculum. These results are reflected in building and district APR's produced by DESE.

MAP Alternate (MAP-A) Assessments

The MAP Alternate (MAP-A) test is used for a very small percentage of our special education students. It is designed for a specific population of students who have significant cognitive disabilities which would require an alternate method of assessment. The test is only administered by special education teachers.

Early Childhood Assessments

Developmental Indicators for the Assessment of Learning (DIAL-4)

The DIAL-4 is a developmental screening for children from 2-6 years of age. The screener looks at children's development in five areas: Motor Skills, Language Skills, Concepts, Self-help Skills, and Social Development. This is used for preschool screening.

ESGI

Used in Pre-K, Kindergarten and 1st grade, ESGI is an assessment platform for conducting one on one assessments. ESGI has standard assessments for sight words, letter sounds, letter identification, colors and other early math and literacy skills. Teachers can customize these assessments and create their own assessments that align to the essential standards. This assessment informs teachers on students' levels of understanding based around beginning reading skills. Such information guides instructional decisions.

Elementary Level Assessments

Kindergarten Screening

Pre-Kindergarten screening is used before the school year begins to gather information about incoming kindergarten students. The inventory checks such skills as gross and fine motor, letter knowledge, phonemic awareness and number sense. The screening informs teachers on students' levels of understanding based around beginning skills. Such information guides instructional decisions.

Kindergarten Entry Assessment

Kindergarten entry assessment (KEA) is a one-time assessment designed to measure a child's skills and behaviors within the first few weeks of entering kindergarten. Using KEA data can help inform teachers and leaders of the number of children who are ready for school overall, as well as support instruction by meeting students where they are when they enter kindergarten.

World-Class Instructional Design and Assessment (WIDA)-Assessing Comprehension and Communication in English State-to-State (ACCESS) Placement Test (W-APT)

An English language proficiency screener and test given to incoming students who may be designated as English language learners (ELL).

Formative Assessments Formative assessments are administered within the classroom. Formative assessments include formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student performance.

NWEA The NWEA reading and math universal screener is administered to all students three times a year. It is also used to progress monitor students that are scoring below grade level. This assessment is administered for the purposes of identifying those students who are in need of interventions and progress monitoring; measure understanding of standards; identify students in need of a reading success plans and define goals; and provide teachers with instructional information.

Secondary Level Assessments

World-Class Instructional Design and Assessment (WIDA)-Assessing Comprehension and Communication in English State-to-State (ACCESS) Placement Test (W-APT)

An English language proficiency screener and test given to incoming students who may be designated as English language learners (ELL).

Armed Services Vocational Aptitude Battery (ASVAB) The ASVAB provides students with aptitude measurements to assist students in becoming more aware of their potential capabilities related to specific careers upon graduation. It is given to all Juniors.

Formative Assessments Formative assessments are administered within the classroom. Formative assessments include formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student performance.

APPENDIX D

2025-2026 Fayette R-III School District Dyslexia Plan

The purpose of this document is to outline the actions of the Fayette R-III School District as it relates to 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.

Screening

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 needs 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 followed by mid-year and end-of-year benchmarking assessments. Progress monitoring shall occur for students not meeting norms.
- Kindergarten will be screened by November 15 each year. Kindergarten will also be benchmarked by the end of the school year. Progress monitoring shall occur for students not meeting norms.
- 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 as requested by the student's parent/guardian.
- Exemptions to screening may include students with a current diagnosis of dyslexia and students with intellectual disabilities and/or sensory impairment (vision/hearing).

Screening will be administered by staff trained in the administration of designated tools. Training for individuals will be outlined in the professional development section of this document.

Kindergarten *Most Predictive Components for Screening			
Skill Components	Possible Screeners	Classroom Diagnostic-Next Steps	Explicit Instruction Based on Focused Student Need
Kindergarten Phonological/ Phonemic Awareness*	NWEA Dyslexia screener	95 Phonemic Awareness Screener for Intervention (PASI) Phonological Awareness Screening Test (PAST)	Task involving phonological manipulation up through advanced levels (see Guidance document) Program examples include: 95 Phonemic Awareness Intervention Resource (PAIR)
Kindergarten Letter Naming Fluency*	NWEA Dyslexia screener		Explicit instruction using multi-sensory approaches linking letters to their names.

Kindergarten Rapid Automatic Naming*	NWEA Dyslexia screener		Although this component is not addressed in itself, supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects, or colors from an array
Kindergarten Phonics (Sound Symbol)*	NWEA Dyslexia screener	CORE Phonics Survey	Explicit instruction using multi-sensory approaches linking letter symbols to their sounds; Explicit and systematic instruction on letter-sound relationships, phonic blending and application within text; Explicit instruction addressing directionality, sequencing, and alphabetization Program examples include: 95 Phonics Core program UFLI

FIRST GRADE *Most Predictive Components for Screening			
Skill Components	Possible Screeners	Classroom Diagnostic-Next Steps	Explicit Instruction Based on Focused Student Need
First Grade Phonological/ Phonemic Awareness*	NWEA Dyslexia screener	95 Phonemic Awareness Screener for Intervention (PASI) Phonological Awareness Screening Test (PAST)	Task involving phonological manipulation up through advanced levels (see Guidance document) 95 Phonemic Awareness Intervention Resource (PAIR)
First Grade Letter Naming Fluency*	NWEA Dyslexia screener		Explicit instruction using multi-sensory approaches linking letters to their names.
First Grade Rapid Automatic Naming*	NWEA Dyslexia screener		Although this component is not addressed in itself, supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects, or colors from an array
First Grade Phonics (Sound Symbol)*	NWEA Dyslexia screener	CORE Phonics Survey	Explicit instruction using multi-sensory approaches linking letter symbols to their sounds; Explicit and systematic instruction on letter-sound relationships, phonic blending and application within text; Explicit instruction addressing directionality, sequencing, and alphabetization Program examples include: 95 Phonics Core program UFLI
First Grade Orthography (Spelling)	95 Phonics Core Weekly Assessments Writing Samples	95 Phonics Core daily written work Words Their Way Primary Spelling Inventory	Explicit instruction for spelling focused on teaching grapheme-phoneme relationships and spelling rules through a structured process Program examples include: 95 Phonics Core program

First Grade Word Recognition Fluency	NWEA Dyslexia Screener NWEA ORF (Spring)	NWEA progress monitor Passages only Basic Reading Inventory (Jerry Johns) Qualitative Reading Inventory (QRI)	Explicit instruction directly demonstrating the skill, modeling correct phrasing and intonation, chunking, and expressive reading. (This can include choral and echo reading) Program examples include: 95 Phonics Core program passages and decodables
First Grade Reading Comprehension	NWEA MAP Growth Standards Based Classroom Assessments NWEA Fluency-ORF	Qualitative Reading Inventory (QRI)	Explicit instruction in vocabulary and application of decoding within text. Program examples include: 95 core phonics passages and decodables Bookworms vocabulary instruction

Second Grade *Most Predictive Components for Screening			
Skill Components	Possible Screeners	Classroom Diagnostic-Next Steps	Explicit Instruction Based on Focused Student Need
Second Grade Phonological/ Phonemic Awareness*	NWEA Dyslexia screener	95 Phonemic Awareness Screener for Intervention (PASI) Phonological Awareness Screening Test (PAST)	Task involving phonological manipulation up through advanced levels (see Guidance document) Program examples include: 95 Phonemic Awareness Intervention Resource (PAIR)
Second Grade Rapid Automatic Naming*	NWEA Dyslexia screener		Although this component is not addressed in itself, supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects, or colors from an array
Second Grade Phonics/Word Recognition*	NWEA Dyslexia screener	CORE Phonics Survey	Explicit instruction using multi-sensory approaches linking letter symbols to their sounds; Explicit and systematic instruction on letter-sound relationships, phonic blending and application within text; Explicit instruction addressing directionality, sequencing, and alphabetization Program examples include: 95 Phonics Core program UFLI
Second Grade Orthography (Spelling)*	95 Phonics Core Weekly Assessments Writing Samples	95 Phonics Core daily written work Words Their Way Primary Spelling Inventory	Explicit instruction for spelling focused on teaching grapheme-phoneme relationships and spelling rules through a structured process Program examples include: 95 Phonics Core program
Second Grade Oral Reading Fluency*	NWEA Dyslexia Screener	NWEA progress monitor Passages only	Explicit instruction in word identification, build sight vocabulary, phrasing, and fluency practice Program examples include:

	NWEA ORF		95 Phonics Core program passages and decodables
Second Grade Reading Comprehension*	NWEA MAP Growth Standards Based Classroom Assessments	Qualitative Reading Inventory (QRI)	Explicit instruction in vocabulary and application of decoding within text. Explicit instruction in metacognitive reading strategies. Program examples include: 95 core phonics passages and decodables Bookworms vocabulary instruction

Third Grade *Most Predictive Components for Screening

Skill Components	Possible Screeners	Classroom Diagnostic-Next Steps	Explicit Instruction Based on Focused Student Need
Third Grade Phonological/ Phonemic Awareness*	NWEA Dyslexia screener	95 Phonemic Awareness Screener for Intervention (PASI) Phonological Awareness Screening Test (PAST)	Task involving phonological manipulation up through advanced levels (see Guidance document) Program examples include: 95 Phonemic Awareness Intervention Resource (PAIR)
Third Grade Phonics/Word Recognition*	NWEA Dyslexia screener	CORE Phonics Survey	Explicit and systematic instruction on letter-sound relationships, phonic blending and integrating the decoding within text. Program examples include: 95 Phonics Core program UFLI
Third Grade Orthography* (Spelling)	95 Phonics Core Weekly Assessments Writing Samples	95 Phonics Core daily written work Words Their Way Primary Spelling Inventory	Explicit instruction for spelling focused on teaching grapheme-phoneme relationships and spelling rules through a structured process Program examples include: 95 Phonics Core program
Third Grade Oral Reading Fluency*	NWEA Dyslexia Screener NWEA ORF	NWEA progress monitor Passages only	Explicit instruction in word identification, phonics, high frequency words, and fluency practice Program examples include: 95 Phonics Core program passages and decodables
Third Grade Reading Comprehension*	NWEA MAP Growth Standards Based Classroom Assessments	Qualitative Reading Inventory (QRI) Basic Reading Inventory (BRI), Jerry Johns	Explicit instruction in vocabulary and application of decoding within text. Program examples include: 95 core phonics passages and decodables Bookworms vocabulary instruction
Third Grade Rapid Automatic Naming	<i>**Students at this age will show evidence of issues in working memory and being able to easily remember names of objects,</i>		Although this component is not addressed in itself, supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects, or colors from an array

*letters, words, digits,
or colors.*

4th-12th GRADE *Most Predictive Components for Screening

Skill Components	Possible Screeners	Classroom Diagnostic-Next Steps	Explicit Instruction Based on Focused Student Need
4th-12th GRADE Phonological/ Phonemic Awareness*	NWEA NWEA Dyslexia screener for students flagged on oral reading passages or NWEA Foundational Skills	95 Phonemic Awareness Screener for Intervention (PASI) Phonological Awareness Screening Test (PAST) Kilpatrick Phonological Awareness Skills Test	Task involving phonological manipulation up through advanced levels (see Guidance document) Program Examples include: 95 Phonemic Awareness Intervention Resource (PAIR) Wilson Language
4th-12th GRADE Phonics/Word Recognition	NWEA NWEA Dyslexia screener for students flagged on oral reading passages or NWEA Foundational Skills	CORE Phonics Survey	Explicit and systematic instruction on letter-sound relationships, phonic blending and integrating the decoding within text Program Examples include: 95 Phonics Core program UFLI
4th-12th GRADE Orthography (Spelling)	95 Phonics Core Weekly Assessments Writing Samples	95 Phonics Core daily written work Words Their Way Primary Spelling Inventory	Explicit instruction for spelling focused on teaching grapheme-phoneme relationships and spelling rules through a structured process Program Examples include: 95 Phonics Core program
4th-12th GRADE Oral Reading Fluency	NWEA NWEA Dyslexia screener for students flagged on oral reading passages or NWEA Foundational Skills	Qualitative Reading Inventory Basic Reading Inventory (BRI), Jerry Johns	Explicit instruction in word identification, phonics, high frequency word mapping and, fluency practice Program Examples include: 95 Phonics Core program passages and decodables
4th-12th Grade Reading Comprehension	NWEA NWEA Dyslexia screener for students flagged on oral reading passages or NWEA Foundational Skills	Qualitative Reading Inventory Basic Reading Inventory (BRI), Jerry Johns	Explicit instruction in vocabulary and linking decoding within text. Explicit instruction in metacognitive reading strategies.

Analysis of Data

Assessment results will be analyzed in grade level or content area data teams through a **systematic process**. Students with deficits will have **specific identified instructional focus** in the areas of phonological awareness, phonics, fluency, or comprehension as noted by the assessment.

Intervention, Supports, and Accommodations

Students will receive Tier 1 core instruction in literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, the Fayette R-III School District will provide support consistent with the findings of the assessments listed above.

Interventions: See *Screening Organizer*

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

Professional Development for Dyslexia

The Fayette R-III School District will provide two hours of dyslexia inservice training to all practicing staff grades kindergarten-twelve each school year. The training may include an introduction to dyslexia, dyslexia simulation, provision of information on interventions, screening, progress monitoring, data based decision making, fidelity, and classroom support.

Communication to District Staff, Parents and Board of Education

Fayette R-III School District staff, parents, and board of education will be provided information regarding the district dyslexia plan. Information provided may include: aspects and types of screening, analysis, intervention, professional development, and communication to stakeholders.

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:**
 - Rdg Specialist
 - Title
 - Interventionist
 - RtI
 - Paraprofessional
 - SLP
 - Other, specify