Brookfield R-III School District Literacy Plan
Approved by the Board of Education December 16, 2025

Purpose

The PK-12 Brookfield R-III School District Literacy Plan is an evidence-based resource for administration and teachers with useful information for parents and caregivers all along the PK-12 continuum. This document outlines the latest understanding of literacy development and offers insights on aligning literacy instruction with the Missouri Learning Standards. It provides detailed guidance on the elements of a complete literacy system, shares ideas and resources to enhance literacy, and includes evidence-based practices essential for ensuring lasting success for our students. This plan will be a dynamic document, reviewed and revised each year to meet the changing needs of our students and to maintain alignment with state and federal initiatives.

Components of the District Literacy Plan

The Brookfield R-III Literacy Plan is intended as a complementary document to the Missouri plan, as we opted not to duplicate the comprehensive research found in the state document. The Brookfield R-III plan is organized around the same five components as the Missouri plan, which are necessary for the literacy development of all children educated within the district. These components include: Leadership and Sustainability; Standards-Based Curriculum; Intentional Instruction, Intervention, and Enrichment; Assessments; and Partnerships. The following structure will be used to explore each of these components in Brookfield R-III:

- Key concepts from the Missouri Plan relevant to our philosophy in Brookfield R-III
- A summary of our present situation in Brookfield R-III, focusing on essential questions from the state document
- Proposed or possible action steps to achieve desired practice

Leadership and Sustainability

A key component of any literacy initiative is leadership. Booth and Roswell (2007) state, "Schools that have successful literacy programs show evidence of strong principal leadership, with focused attention on setting a literacy agenda, supporting teachers, accessing resources and building a capacity for further growth". As the primary change agent, district and building leaders should work collaboratively with instructional staff to provide guidance, support data-based decision making, allocate resources, and encourage partnerships to ensure a common set of values and beliefs to guide literacy instruction. Instructional staff are at the heart of all student learning, and serve an essential role in the implementation of evidence-based literacy instruction. Their continuous dedication to enhancing student learning through deliberate and collaborative efforts with administrators, peers, and parents is essential for sustaining a literacy-focused culture. Involving educators across all subjects is key to embedding literacy instruction within every area of education.

Current Practices:

Principals help shape the culture of a building, establish and support the instructional approach utilized within the building, and assist teachers in achieving classroom goals. Brookfield R-III administrators collaborate throughout the year with building level reading specialists, interventionists, and classroom teachers to address student needs, as well as to support the development of instructional skills of teachers within the building(s) to more effectively improve literacy skills of all students. Additionally, the building principals are key in organizing building level schedules, evaluating student data, and ensuring consistent implementation of the curriculum.

High-quality professional development has been made available to teachers and principals within the elementary and middle school buildings to support literacy efforts. Principals have joined staff in participating in LETRS and ASPIRE literacy training that has been offered by the Missouri Department of Elementary and Secondary Education to deepen staff's understanding of the science of reading and to identify evidence-based strategies that will foster systemic literacy improvement for all students.

Our district's approach to comprehensive literacy instruction aligns with research on developing literacy skills, acknowledging a need to emphasize phonics and phonemic instruction at all levels. District-wide, there is a shared understanding that literacy instruction affects all subjects, and staff recognize the importance of prioritizing and supporting cross-curricular literacy skills in the classroom. District- and building-wide curriculum teams participate annually in activities focused on data-driven best practices in instruction and alignment of local curriculum to Missouri learning standards across the district.

Focus Area: Leadership and Sustainability			
Priority Goal(s): Promote a culture of sustainability by enhancing the leadership skills of principals and literacy specialists to facilitate teachers' abilities to effectively implement evidence-based literacy instruction			
Action Steps	**Roles & Responsibilities**	**Resources Needed**	**Timeline**
Allocate specific time for literacy instruction within the master schedule to ensure sufficient time for instruction in foundational skills, comprehension, and writing.	Administrators	None	2025-26 school year and ongoing
Collaborate to further establish and refine common RTI/MTSS processes and routines, in buildings and across systems.	Administrators, Reading Specialists, Interventionists, Classroom Teachers	None	2025-26 school year and ongoing
Provide regular, dedicated time for teachers to collaborate with reading specialists and interventionists to analyze data, plan for differentiated instruction, and reflect on instructional practices.	Administrators, Reading Specialists, Interventionists, Classroom Teachers	Funds for Subs (if needed)	2025-26 school year and ongoing
Ensure professional learning is embedded and ongoing with a strong focus on systematic evidence-based literacy instruction within all buildings.	Administrators, PD Committee	PD Funds (for trainings, as appropriate)	2025-26 school year and ongoing
Allocate time within the district PD calendar to allow for alignment and collaboration across grade and building levels in the area of literacy instruction which reflects Missouri state literacy goals and objectives.	Administrators, PD Committee	None	2025-26 school year and ongoing
Maintain a district-wide literacy team composed of a broad representation of stakeholders that advocates for a culture of literacy, has decision-making authority, and develops a communication plan to keep all stakeholders informed of literacy initiatives.	Administrators	None	2025-26 school year and ongoing

Standards-Based Curriculum

The foundation of any literacy plan is a standards-based curriculum. This type of curriculum outlines the content and expectations necessary to prepare students for success upon graduation in college, post-secondary training opportunities, and careers. A strong standards-based curriculum assures students, educators, administrators, and parents that the curriculum is rigorous and purposefully aligned with the Missouri Learning Standards. This alignment supports student success in reading, writing, speaking, and listening across all subjects.

Current Practices:

Brookfield R-III Elementary and Middle School buildings utilize core curriculum and intervention materials that have met the Missouri Department of Elementary and Secondary Education criteria to be identified as state-approved evidence-based reading instructional materials. These materials provide reading instruction that is explicit, systematic, and diagnostic, and include instruction on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics. In addition, K-12 ELA instructors have collaborated to ensure full alignment with the Missouri Learning Standards within and across all grade levels and content areas.

Focus Area: Standards-Based Curriculum			
Priority Goal(s): Ensure that all students have access to comprehensive, evidence-based quality literacy instruction within and across all grade levels and content areas			
Action Steps	**Roles & Responsibilities**	**Resources Needed**	**Timeline**
Apply the DESE-approved published list of evidence-based materials when selecting district and school level literacy resources.	Administrators, Teachers	Allocated funds to support purchase of any needed materials	2025-26 school year and ongoing
Provide professional learning opportunities on how to implement the instructional materials with fidelity.	Administrators, Teachers	PD Funds, Funds for subs (if needed)	2025-26 school year and ongoing
Collaborate with RPDC consultants to support literacy initiatives throughout the district.	Administrators, Teachers	PD Funds, Funds for subs (if needed)	2025-26 school year and ongoing

Continue efforts to maintain alignment of ELA curriculum with Missouri Learning Standards and best practice research in literacy instruction.	Administrators, Teachers	Dedicated time in PD calendar and/or release time for collaboration	2025-26 school year and ongoing
Analyze assessment data and reflect on instructional practices to ensure the curriculum is meeting student needs.	Administrators, Teachers	None	2025-26 school year and ongoing

Intentional Instruction, Intervention, and Enrichment

Effective teaching addresses diverse groups of learners, such as age and grade-specific groups, secondary level students, and special populations like those in special education, gifted programs, dyslexic students, and English language learners. It's crucial to understand that different instructional strategies, structures, and methods are better suited for specific learners in order to meet students where they are on the literacy continuum and guide them forward. All learners should actively participate in speaking, listening, reading, and writing for authentic purposes incorporated in every lesson throughout the school day in order to develop well-rounded literacy skills.

Current Practices:

Brookfield R-III Tier I Instruction is provided using evidence-based reading curricula and instructional materials through explicit and direct, systematic, spiraled instruction linked to contextualized practice. Daily instruction which focuses on the core components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and incorporates a multisensory approach forms the foundation for teaching children to read effectively, ensuring readers develop both decoding skills and deeper understanding of text. Teachers utilize data to inform/adjust instruction as warranted, differentiating instruction within the classroom to support individual student needs. Tier I instruction is provided to students in a general education setting utilizing evidence-based practices and instructional materials.

Both the elementary and middle school buildings utilize a school-wide RTI/MTSS model to provide more targeted instruction to all students across the grade level. The need for more intensive supplemental instruction/intervention (Tier II/III) is determined through a team process upon review of benchmark data, local assessment data, and teacher observation of classroom performance. The RTI/MTSS process includes:
- universal screening of all students K-8 using STAR reading assessment tools
- ongoing progress monitoring of students receiving targeted, tiered instructional support through a wide range of evidence-based intervention programs, strategies, and resources
- data-based decision-making

Tier II/Tier II support is provided through small group intervention based on an identified area of need. Support is given by the general education teacher outside of the established literacy block, while students who demonstrate more significant delays in the development of reading skills typically receive instruction from the district's reading specialists (Title I/Special Education teachers).

Based on assessment data, students who are reading significantly below grade level, demonstrate characteristics associated with dyslexia, and/or who are at risk of not mastering foundational reading skills/ELA standards may be identified to receive literacy support through the development and implementation of a Reading Success Plan. The Reading Success Plan provides individualized goals for student achievement in reading and plans for prescriptive interventions to assist struggling readers in moving toward grade-level proficiency in reading.

Type of Intervention/ Resource		
Brookfield teachers and instructional staff have access to the district's intervention resources as well as guidance on delivering intervention instruction		
	Tier 1	Tier 2/3
Phonemic Awareness	- Wonders Reading Series - Heggerty - Study Sync - Freckle - Lalilo	- Sound Sensible - SPIRE - Wonders Reading Series - Ed Mark Reading Program
Phonics	- Wonders Reading Series - Study Sync - IXL - Freckle - Lalilo	- Sound Sensible - SPIRE - Wonders Reading Series - Ed Mark Reading Program
Fluency	- Wonders Reading Series - Study Sync - Freckle	- SPIRE - Wonders Reading Series - Ed Mark Reading Program
Vocabulary	- Wonders Reading Series - Study Sync - IXL - Freckle - Lalilo	- Sound Sensible - SPIRE - Wonders Reading Series - Ed Mark Reading Program
Comprehension	- Wonders Reading Series - Study Sync - IXL - Freckle	- Sound Sensible - SPIRE - Wonders Reading Series - Ed Mark Reading Program

Focus Area: Intentional Instruction, Intervention, and Enrichment			
Priority Goal(s): Utilize a data-driven process to guide student placement into effective evidence-based differentiated intervention and enrichment programs			
Action Steps	**Roles & Responsibilities**	**Resources Needed**	**Timeline**
Apply the DESE-approved published list of evidence-based materials when selecting district and school level intervention resources	Administrators, Teachers	Allocated funds to support purchase of any needed materials	2025-26 school year and ongoing
Ensure classroom and school libraries include diverse, high-quality texts that appeal to student interests and support instructional goals	Administrators, Teachers	Allocated funds to support purchase of any needed materials	2025-26 school year and ongoing
Provide professional learning opportunities focused on the Science of Reading and evidence-based literacy instruction	Administrators, Teachers	PD Funds, Funds for subs (if needed)	2025-26 school year and ongoing
Further align instructional practices and expectations within and across all schools, with a focus on collaboration and continuity across grade levels and buildings	Administrators, Teachers	Dedicated time in PD calendar and/or release time for collaboration	2025-26 school year and ongoing
Collaborate across buildings and programs (including special education and gifted) to maximize efficiency and support for learners with diverse needs	Administrators, Teachers	Dedicated time in PD calendar and/or release time for collaboration	2025-26 school year and ongoing
Assess current Tier II / Tier III support systems to identify areas that may benefit from possible modification/adjustment to more effectively meet the needs of all students	Administrators, Teachers	None	2025-26 school year and ongoing

Assessments

Assessing literacy is a complex task, and is an integral part of literacy teaching and learning. Assessments must capture the diverse aspects of reading and writing, as well as the various purposes they serve, while considering the diverse backgrounds of students. Given the range

of assessment choices available to districts and teachers—such as formal/informal, formative/summative, and teacher-made/commercial—it is crucial to determine if the selected assessments align with their intended purpose and offer insights that enhance teaching and learning. All literacy assessments are more effective when combined with research-based effective practices and teacher observations to monitor the progress of individual students.

When developing or choosing assessments, educators should consider how these will positively influence classroom instruction, ultimately enhancing student's progress toward mastery of literacy standards. High quality, authentic literacy assessments provide many benefits including:
- demonstrating student proficiency in ELA Missouri Learning Standards
- identifying individual student strengths and weaknesses
- assisting in lesson planning and guiding targeted instruction, including intervention and enrichment
- enabling collaboration and communication among administrators, teachers, students, and parents
- assisting in evaluating ELA/literacy curriculum

Current Practices:
Student progress toward mastery of Missouri Learning Standards in the area of English Language Arts is measured annually as part of the Missouri Assessment Program through the administration of the Grade-Level Assessments for students in grades 3-8, and the English I and English II End of Course Assessment at the high school level.

The Renaissance STAR Early Literacy and Reading Assessments are administered three times a year (September, January, May) to help teachers determine students' independent and instructional reading levels. Data obtained from these benchmark assessments, when combined with progress monitoring assessments and classroom formative assessments, enable teachers to systematically measure progress and better understand individual student needs. The use of the Renaissance assessments are essential to the implementation of the RTI/MTSS intervention model and assist in measuring student progress within and across years through use of a common tool. Data team meetings are held periodically to review benchmark assessment results and inform instruction.

The Renaissance STAR Reading and Early Literacy Assessment tools are utilized by the district to meet state requirements associated with the mandatory administration of reading assessments and dyslexia screening for all students in grades K-3. *(Senate Bill 681)* Additional information about assessments administered by Brookfield R-III can be found in the district's Assessment Plan.

A listing of the Renaissance STAR Early Literacy or STAR Reading administered at each grade level, including criteria levels, is included below:

Fall Benchmark Screening

Grade Level	Tests Given to All Students Proctor: Classroom Teachers	Students Identified At Risk on STAR Early Lit or STAR Reading Proctor: Classroom Teachers
K	● Star Early Literacy ● Letter Naming ● RAN	● Phoneme Segmentation-if below 32% or has RSP
1	● Star Early Literacy ● Letter Naming ● Letter Sounds ● RAN	● Phoneme Segmentation-if below 32% or has RSP
2	● Star Reading/Star Early Literacy (score below 852 and have RSP) ● Passage Oral Reading ● Encoding (Words Their Way)	● Phoneme Segmentation-if below 32% or has RSP ● Expressive Nonsense Words-if below 32% or has RSP
3	● Star Reading ● Passage Oral Reading ● Encoding (Words Their Way)	● Phoneme Segmentation-if below 32% or has RSP ● Expressive Nonsense Words-if below 32% or has RSP
4	● Star Reading ● Passage Oral Reading	● Phoneme Segmentation-if below 32% or has RSP ● Expressive Nonsense Words-if below 32% or has RSP
Middle School	● Star Reading ● Passage Oral Reading	● Phoneme Segmentation-if below 32% or has RSP ● Expressive Nonsense Words-if below 32% or has RSP

Winter Benchmark Screening

Grade Level	Tests Given to All Students Proctor: Classroom Teachers	Students Identified At Risk on STAR Early Lit or STAR Reading Proctor: Classroom Teachers
K	● Star Early Literacy ● Letter Naming ● RAN	● Phoneme Segmentation-if below 32% or has RSP

Winter Benchmark Screening

1	• Star Early Literacy • Nonsense Words (MOY) • RAN	• Phoneme Segmentation-if below 32% or has RSP
2	• Star Reading • Passage Oral Reading • Encoding (Words Their Way)	• Phoneme Segmentation-if below 32% or has RSP • Expressive Nonsense Words-if below 32% or has RSP
3	• Star Reading • Passage Oral Reading • Encoding (Words Their Way)	• Phoneme Segmentation-if below 32% or has RSP • Expressive Nonsense Words-if below 32% or has RSP
4	• Star Reading • Passage Oral Reading	• Phoneme Segmentation-if below 32% or has RSP • Expressive Nonsense Words-if below 32% or has RSP
Middle School	• Star Reading • Passage Oral Reading	• Phoneme Segmentation-if below 32% or has RSP • Expressive Nonsense Words-if below 32% or has RSP

Spring Benchmark Screening

Grade Level	Tests Given to All Students Proctor: Classroom Teachers	Students Identified At Risk on STAR Early Lit or STAR Reading Proctor: Classroom Teachers
K	• Star Early Literacy • Letter Naming • RAN	• Phoneme Segmentation-if below 32% or has RSP
1	• Star Early Literacy • Passage Oral Reading • RAN	• Phoneme Segmentation-if below 32% or has RSP
2	• Star Reading • Passage Oral Reading • Encoding (Words Their Way)	• Phoneme Segmentation-if below 32% or has RSP • Expressive Nonsense Words-if below 32% or has RSP
3	• Star Reading • Passage Oral Reading • Encoding (Words Their Way)	• Phoneme Segmentation-if below 32% or has RSP • Expressive Nonsense Words-if below 32% or has RSP

4	● Star Reading ● Passage Oral Reading	● Phoneme Segmentation-if below 32% or has RSP ● Expressive Nonsense Words-if below 32% or has RSP
Middle School	● Star Reading ● Passage Oral Reading	● Phoneme Segmentation-if below 32% or has RSP ● Expressive Nonsense Words-if below 32% or has RSP

Focus Area: Assessments			
Priority Goal(s): Implement a school-wide assessment program to improve student outcomes through data-driven instruction, monitor student progress to identify learning gaps and target interventions, and evaluate instructional effectiveness to inform teaching practices			
Action Steps	**Roles & Responsibilities**	**Resources Needed**	**Timeline**
Select and administer a state-approved assessment to measure growth and mastery of literacy skills	Administrators, Teachers	Allocated funds to support purchase of assessment tool	2025-26 school year and ongoing
Implement a dyslexia screening tool for K-3 students as mandated by state legislation to identify students at risk for reading deficiencies early	Administrators, Teachers	Allocated funds to support purchase of assessment tool	2025-26 school year and ongoing
Utilize a comprehensive suite of reading assessments to obtain data that assists in the identification and implementation of targeted intervention strategies addressing individual student needs	Administrators, Teachers	Assessment tool	2025-26 school year and ongoing
Monitor and analyze building and district reading data to evaluate the effectiveness of Tier I, Tier II, and Tier III programs	Administrators, Teachers	Assessment tool	2025-26 school year and ongoing
Provide professional learning opportunities to enhance teacher's knowledge regarding assessment reports and analysis of reading data to drive instruction	Administrators, Teachers	Dedicated time in PD calendar and/or release time for collaboration	2025-26 school year and ongoing

Partnerships

"No single education stakeholder group can do the job ahead . . . it will take all of us—teachers, education support professionals, principals, superintendents, school board members, parents, families, government leaders, business leaders, faith-based leaders" (National Education Association, 2011). Collaboration between schools and local businesses, community groups, and other educational entities is crucial for promoting a culture of literacy. Each community provides distinct opportunities for partnerships and joint efforts. The effectiveness of a literacy program is demonstrated by the school district's capacity to pursue and develop these available connections, as well as to actively work with parents in meaningful ways to promote shared ownership in literacy.

Current Practices:

The Brookfield R-III School District utilizes a variety of methods to promote shared ownership in literacy development and to ensure ongoing communication with stakeholders regarding current literacy initiatives and programs. The majority of activities to engage parents and students in literacy efforts occur at the building level to better address the unique developmental needs of the served population. Periodic events are held within the elementary building to celebrate books and provide fun reading/writing activities parents and students can complete together. Book fairs and library events promote reading district-wide. All buildings take the opportunity to share data regarding student progress throughout the year through individualized parent reports, newsletters, and digital communications. Parents and students are provided access to digital and print resources that can be utilized at home to practice literacy skills.

Focus Area: Partnerships			
Priority Goal(s): Coordinate and share literacy initiatives and resources with families and the community to support the development of literacy learning strategies both at home and at school			
Action Steps	**Roles & Responsibilities**	**Resources Needed**	**Timeline**
Identify innovative methods to share information about literacy and support parental education on the significance of foundational reading skills and the Science of Reading	Administrators, Teachers	None	2025-26 school year and ongoing
Increase the number of opportunities available to parents to engage in planning, implementing, and evaluating literacy initiatives	Administrators, Teachers	None	2025-26 school year and ongoing

Utilize print and digital resources with families to enhance parent understanding of student expectations and ELA learning standards,as well as strategies that can be implemented at home to support students' literacy development	Administrators, Teachers	Allocated funds to support purchase of print and digital resources to share with parents	2025-26 school year and ongoing
Implement a well-defined procedure for creating and sharing intervention efforts with the families of students identified by the state as being at risk for reading difficulties (i.e., Reading Success Plans)	Administrators, Teachers	None	2025-26 school year and ongoing
Develop and maintain partnerships with local businesses and organizations to promote and support a culture of literacy within the community	Administrators, Teachers	None	2025-26 school year and ongoing