School District Dyslexia Plan 2018-2019

The purpose of this document is to outline the actions of your 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.
Note: This planning framework was developed to assist LEA's. Its use or submission is not required by DESE.

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 need for intervention, and set goals for achievement.

The following actions will be taken in accordance with state department guidance:

First through third grade will be screened within the first thirty days of the year, mid and end of the year benchmarking. Progress monitoring shall occur for students not meeting norms.

Kindergarten will be screened by January 31, 2019. Kindergarten will also be screened by the end of the year. Progress monitoring shall occur for students not meeting norms.

Screening will include K-3 students transferring from a school within state (not previously screened) and those students transferring from another state.

A student will be screened in grades 4-12 if experiencing consistent difficulty in phonological awareness, phonics, fluency, or comprehension as noted by assessment scores, classroom teacher determination, or requested by the student's parent/guardian.

Exemptions to screening exist. Included in this list are students with a current diagnosis of dyslexia, students with intellectual disabilities and sensory impairment (vision/hearing).

English Learners may potentially have characteristics of dyslexia. These students are at times missed because difficulties in reading can be erroneously blamed on language acquisition. These students may be screened for dyslexia related risk factors.

Considerations: Checklist of Potential Indicators of Dyslexia

The school district may want to consider including a checklist of potential indicators of dyslexia to aid educators in identifying students with characteristics of dyslexia and document any skill deficits confirmed during screening to inform instruction.

Analysis of Data

Assessment results will be analyzed in grade level or content area data teams through a **systematic process** consistent throughout the district. These systems and processes should be utilized throughout the year, including **progress monitoring** periods. Students with deficits according to the assessments listed above will have **specific identified instructional focus** in the areas of phonological awareness, phonics, fluency, 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 school district will provide support consistent with the findings of the assessments.

Interventions: See *Screening Organizer*

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

Considerations: Screening Reports in Cumulative Folders

The school district may want to consider placing a report with screening results in each student's folder. This will facilitate transfer of information when students move schools or districts.

Submission of Core Data to DESE

The following information will be submitted annually as Core Data to DESE for grades K-3. Consider designing a worksheet with the following information to facilitate core data submission.

- Screened or Exempt
- Screener Tool Used: DIBELS, AimsWeb, FAST, Other
- Profile: No Risk or At-Risk

Professional Development for Dyslexia

The school district will provide two hours of dyslexia inservice training to all practicing staff grades kindergarten-twelve during the 2018-2019 school year. The training may include an introduction to dyslexia, dyslexia simulation, provide information on intervention, screening, progress monitoring, data based decision making, fidelity, and classroom supports.

Training Needed	Staff to Attend	Date of Initial Training	Dates of Follow Up Training
2 Hour Training Required	K-12 : All practicing staff	August 2018	2018-2019 School Year
Topic: Dyslexia	K-12: All practicing staff	2018-2019 School Year	2018-2019 School Year

Communication to District Staff and Board of Education

The school district staff and board of education will be provided information in spring 2018 regarding the district dyslexia plan. The following information will be provided to staff pertaining to screening, analysis, intervention, professional development, and communication to stakeholders. The school district will continue to update and provide information to school district staff and the board of education on a routine basis during the 2018-2019 school year.

Communication Action Steps	Audience	Format	Dates
Notice of District Dyslexia Plan 2018-2019	Board of Education	Dyslexia Plan 2018-2019	June 2018 Board Meeting
2 Hour PD on Dyslexia	Staff	- Dyslexia Plan 2018-2019 - Introduction to dyslexia - Dyslexia characteristics over a lifetime - Dyslexia Plan (Screening, Progress monitoring, data-based decision-making, fidelity, and classroom supports. - Key areas of literacy and reading intervention - Dyslexia simulation	August 2018 Professional Development Teacher Work Day

Parent Communication

The school district will provide information to parents regarding aspects of this plan.
(See *DESE Guidance Document, Appendix D*)

Communication Action Steps	Audience	Format	Dates
Notice of Universal Screening Administered to All Students K-3	Parents	Letter	8-28-18
Notice of Results of Screening showing Characteristics of Dyslexia	Parents	Letter	September 2018

Screening / Supports / Accommodations for Dyslexia: Use *DESE dyslexia guidance document and screening organizer*

KINDERGARTEN Jan. 31st with Progress Monitoring			Person(s) Responsible for Screening: Kroeger/Morrison	
Skill	**Assessment Names** Screeners / Classroom Diagnostics	**Dates for Assessment**	**Tier 1 Core Instruction** What we have in place to explicitly teach...	**Intervention** Plan or steps we have in place to intervene after data reveals a deficit.
*Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	Screener: Renaissance STAR Early Literacy Classroom Diagnostic: Cool Tools	BOY: N/A MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders • Equipped for Reading Success: Phonemic Awareness Manipulation	• Equipped for Reading Success: Phonemic Awareness Manipulation • Wilson Fundations
*Letter Naming Fluency	Screener: AIMSweb Plus (LNF) Classroom Diagnostic: Flash cards with alphabet letters/checklist	BOY: N/A MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders	• PALS • Wilson Fundations
*Rapid Automatic Naming	Screener: Arkansas Rapid Naming Screener Classroom Diagnostic: N/A	BOY: N/A Once a year.	• N/A	• N/A
*Sound/Symbol Recognition	Screener: Renaissance STAR Early Literacy Classroom Diagnostic: Cool Tools	BOY: N/A MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders • Equipped for Reading Success: Phonemic Awareness Manipulation	• Wilson Fundations
Checklist of Characteristics	**Signs of Dyslexia in Grades K‒2** □ Has difficulty learning letter names and remembering the sounds they make. □ Confuses letters that look similar (*b*, *d*, *p*, *q*) and letters that have similar sounds (*d/t*; *b/p*; *f/v*). □ Struggles to read familiar words (like *cat* or *the*), especially when there are no pictures or other context clues; often skips over or confuses small words like *to* and *as* when reading aloud. □ Often substitutes words when reading aloud, like saying the word *house* when the story uses the word *home*. □ Doesn't seem to know how to approach unfamiliar words, such as focusing on the sound of the first letter or looking at the			

vowels for clues to pronunciation.
□ Has trouble with the vowels in words, such as knowing how vowels combine in words and that they have different sounds depending on how they're combined.
□ Has trouble hearing the individual sounds in words and/or blending sounds to make a word.
□ Has trouble remembering how words are spelled and applying spelling rules in writing.
□Omits the end of a word when reading and writing (for example, leaving off the *s* in *cats* or the *ed* in *jumped*).
□ Has trouble quickly coming up with a list of words (for example, if asked to say the names of 10 colors or 10 fruits) or retrieving the name of something.

Suggested Supports and Accommodations

General	Environment	Technology	Social/Emotional	Assignments	Tests/Exams
• Establish repeated exposure and review • Check often for understanding • Provide models/examples • Use visual aids • Chunk directions into small steps	• Post charts, graphs, number line, etc. (alphabet charts/number lines) • Offer preferential seating • Keep workspaces clear of unrelated materials	• Allow student to type written work • Use audio books • Provide technology tools-headphone	• Allow for frequent breaks • Provide frequent positive feedback and reinforcement • Be sensitive about pull-out services • Allow access to school counselor	• Give directions in a variety of ways • Give oral prompts and cues • Shorten assignments • Provide clear expectations • Offer use of scribe	• Allow extended time for completion • Read test to student • Allow tests to be taken in a room with few distractions • Allow oral responses or scribe

Screening / Supports / Accommodations for Dyslexia: Use *DESE dyslexia guidance document and screening organizer*

FIRST GRADE			Person(s) Responsible for Screening: Davis/Morrison	
Skill	**Assessment Names** Screeners / Classroom Diagnostics	**Dates for Assessment**	**Tier 1 Core Instruction** What we have in place to explicitly teach...	**Intervention** Plan or steps we have in place to intervene after data reveals a deficit.
*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	Screener: Renaissance STAR Early Literacy Classroom Diagnostic: Cool Tools	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders • Equipped for Reading Success: Phonemic Awareness Manipulation	• Equipped for Reading Success: Phonemic Awareness Manipulation • Wilson Fundations
*Letter Naming Fluency	Screener: AIMSweb Plus (LNF) Classroom Diagnostic: Flash cards with alphabet letters/checklist	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders	• PALS • Wilson Fundations
*Rapid Automatic Naming	Screener: Arkansas Rapid Naming Screener Classroom Diagnostic: N/A	BOY: 9-4-18 Once a year.	• N/A	• N/A
*Phonics/Sound-Symbol Recognition	Screener: Renaissance STAR Early Literacy Classroom Diagnostic: Cool Tools	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders • Equipped for Reading Success: Phonemic Awareness Manipulation	• PALS • Wilson Fundations
Checklist of Characteristics	**Signs of Dyslexia in Grades K‑2** ☐ Has difficulty learning letter names and remembering the sounds they make. ☐ Confuses letters that look similar (*b*, *d*, *p*, *q*) and letters that have similar sounds (*d/t*; *b/p*; *f/v*).			

	□ Struggles to read familiar words (like *cat* or *the*), especially when there are no pictures or other context clues; often skips over or confuses small words like *to* and *as* when reading aloud. □ Often substitutes words when reading aloud, like saying the word *house* when the story uses the word *home*. □ Doesn't seem to know how to approach unfamiliar words, such as focusing on the sound of the first letter or looking at the vowels for clues to pronunciation. □ Has trouble with the vowels in words, such as knowing how vowels combine in words and that they have different sounds depending on how they're combined. □ Has trouble hearing the individual sounds in words and/or blending sounds to make a word. □ Has trouble remembering how words are spelled and applying spelling rules in writing. □ Omits the end of a word when reading and writing (for example, leaving off the *s* in *cats* or the *ed* in *jumped*). □ Has trouble quickly coming up with a list of words (for example, if asked to say the names of 10 colors or 10 fruits) or retrieving the name of something.

Suggested Supports and Accommodations

General	Environment	Technology	Social/Emotional	Assignments	Tests/Exams
• Establish repeated exposure and review • Check often for understanding • Provide models/examples • Use visual aids • Chunk directions into small steps	• Post charts, graphs, number line, etc. (alphabet charts/number lines) • Offer preferential seating • Keep workspaces clear of unrelated materials	• Allow student to type written work • Use audio books • Provide technology tools-headphone	• Allow for frequent breaks • Provide frequent positive feedback and reinforcement • Be sensitive about pull-out services • Allow access to school counselor	• Give directions in a variety of ways • Give oral prompts and cues • Shorten assignments • Provide clear expectations • Offer use of scribe	• Allow extended time for completion • Read test to student • Allow tests to be taken in a room with few distractions • Allow oral responses or scribe

Screening / Supports / Accommodations for Dyslexia: Use *DESE dyslexia guidance document and screening organizer*

SECOND GRADE			Person(s) Responsible for Screening: Shirky/Morrison	
Skill	**Assessment Names** Screeners / Classroom Diagnostics	**Dates for Assessment**	**Tier 1 Core Instruction** What we have in place to explicitly teach...	**Intervention** Plan or steps we have in place to intervene after data reveals a deficit.
*Phonological/Phonemic Awareness	Screener: Renaissance STAR Early Literacy Classroom Diagnostic: Cool Tools	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders • Equipped for Reading Success: Phonemic Awareness Manipulation	• Wilson Fundations • Equipped for Reading Success: Phonemic Awareness Manipulation
*Phonics	Screener: Renaissance STAR Early Literacy Classroom Diagnostic: Cool Tools	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders • Equipped for Reading Success: Phonemic Awareness Manipulation	• Wilson Fundations • Equipped for Reading Success: Phonemic Awareness Manipulation
*Orthography (spelling)	Screener: Student writing samples (Spelling tests) Classroom Diagnostic: Monster Test (Gentry)	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders	• Wilson Fundations
*Oral Reading Fluency	Screener: AIMSweb Plus (RCBM) Classroom Diagnostic: Cool Tools	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders • Rasinski	• PALS • Wonders Reading Series/Leveled Readers
*Reading Comprehension	Screener: Renaissance STAR Early Literacy Classroom Diagnostic: Cool Tools	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders	• Wonders Reading Series/Leveled Readers
Checklist of Characteristics	**Signs of Dyslexia in Grades K – 2** □ Has difficulty learning letter names and remembering the sounds they make.			

□ Confuses letters that look similar (*b*, *d*, *p*, *q*) and letters that have similar sounds (*d/t*; *b/p*; *f/v*).

□ Struggles to read familiar words (like *cat* or *the*), especially when there are no pictures or other context clues; often skips over or confuses small words like *to* and *as* when reading aloud.

□ Often substitutes words when reading aloud, like saying the word *house* when the story uses the word *home*.

□ Doesn't seem to know how to approach unfamiliar words, such as focusing on the sound of the first letter or looking at the vowels for clues to pronunciation.

□ Has trouble with the vowels in words, such as knowing how vowels combine in words and that they have different sounds depending on how they're combined.

□ Has trouble hearing the individual sounds in words and/or blending sounds to make a word.

□ Has trouble remembering how words are spelled and applying spelling rules in writing.

□ Omits the end of a word when reading and writing (for example, leaving off the *s* in *cats* or the *ed* in *jumped*).

□ Has trouble quickly coming up with a list of words (for example, if asked to say the names of colors or 10 fruits) or retrieving the name of something.

Suggested Supports and Accommodations					
General	**Environment**	**Technology**	**Social/Emotional**	**Assignments**	**Tests/Exams**
• Establish repeated exposure and review • Check often for understanding • Provide models/examples • Use visual aids • Chunk directions into small steps	• Post charts, graphs, number line, etc. (alphabet charts/number lines) • Offer preferential seating • Keep workspaces clear of unrelated materials	• Allow student to type written work • Use audio books • Provide technology tools-headphone	• Allow for frequent breaks • Provide frequent positive feedback and reinforcement • Be sensitive about pull-out services • Allow access to school counselor	• Give directions in a variety of ways • Give oral prompts and cues • Shorten assignments • Provide clear expectations • Offer use of scribe	• Allow extended time for completion • Read test to student • Allow tests to be taken in a room with few distractions • Allow oral responses or scribe

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THIRD GRADE			Person(s) Responsible for Screening: Benny/Morrison	
Skill	**Assessment Names** Screeners / Classroom Diagnostics	**Dates for Assessment**	**Tier 1 Core Instruction** What we have in place to explicitly teach...	**Intervention** Plan or steps we have in place to intervene after data reveals a deficit.
Phonological/Phonemic Awareness	Screener: STAR Early Literacy Classroom Diagnostic: Cool Tools	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders • Equipped for Reading Success: Phonemic Awareness Manipulation	• Wilson Fundations • Equipped for Reading Success: Phonemic Awareness Manipulation
*Phonics/Word Recognition	Screener: STAR Early Literacy Classroom Diagnostic: Cool Tools	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders • Equipped for Reading Success: Phonemic Awareness Manipulation	• Wilson Fundations • Equipped for Reading Success: Phonemic Awareness Manipulation
*Oral Reading Fluency	Screener: AIMSweb Plus (RCBM) Classroom Diagnostic: Cool Tools	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders • Rasinski	• Wonders Leveled Readers • Rasinski
*Reading Comprehension	Screener: Renaissance STAR Early Literacy Classroom Diagnostic: Cool Tools	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders	• Wonders Leveled Readers
*Orthography (spelling)	Screener: Student writing samples Classroom Diagnostic: Monster Test (Gentry)	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders	• Wilson Fundations
Checklist of Characteristics	**Signs of Dyslexia in Grades 3 – 5** □ Often confuses or omits small words like *for* and *of* when reading aloud.			

	□ Frequently identifies a word incorrectly, even after having just read the same word correctly earlier in the same text. □ Has trouble sounding out new words; if a long word comes up when reading, often omits part of it or skips over it. □ Often can't recognize common words (sight words) at a glance, such as *where* and *there*, and tries to sound them out. □ Often has trouble explaining what happened in a story or answering questions about key details. □ Has an easier time answering questions about a text if you read it aloud to him. □ Frequently makes the same kinds of mistakes, such as reversing letters (writing *bots* instead of *dots*) or mixing up the order of letters (writing *stop* instead of *spot*). □ Has trouble with spelling, such as quickly forgetting how to spell many of the words he studies or spelling the same word correctly and incorrectly in the same exercise. □ Avoids reading whenever possible or gets frustrated or agitated when reading. □ Takes a very long time to complete reading assignments. □ Seems to read at a lower academic level than the one at which he speaks; may have a smaller vocabulary than other kids his age because he doesn't like to read.

Suggested Supports and Accommodations

General	Environment	Technology	Social/Emotional	Assignments	Tests/Exams
• Establish repeated exposure and review • Check often for understanding • Provide models/examples • Use visual aids • Chunk directions into small steps	• Post charts, graphs, number line, etc. (alphabet charts/number lines) • Offer preferential seating • Keep workspaces clear of unrelated materials	• Allow student to type written work • Use audio books • Provide technology tools- headphone	• Allow for frequent breaks • Provide frequent positive feedback and reinforcement • Be sensitive about pull-out services • Allow access to school counselor	• Give directions in a variety of ways • Give oral prompts and cues • Shorten assignments • Provide clear expectations • Offer use of scribe	• Allow extended time for completion • Read test to student • Allow tests to be taken in a room with few distractions • Allow oral responses or scribe

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_____ GRADE (4th-12th)			Person(s) Responsible for Screening: Kahrs/Hollomon/Morrison	
Skill	**Assessment Names** Screeners / Classroom Diagnostics	**Dates for Assessment**	**Tier 1 Core Instruction** What we have in place to explicitly teach...	**Intervention** Plan or steps we have in place to intervene after data reveals a deficit.
Phonological/Phonemic Awareness	Screener: Phonological Awareness Skills Program (PASP) Classroom Diagnostic: Cool Tools	BOY: 9-4-18 MOY: 12-10-18 EOY: 5-6-19	• McGraw-Hill Reading Wonders • Equipped for Reading Success	• Wilson Fundations • Equipped for Reading Success
Checklist of Characteristics	**Signs of Dyslexia in Grades 3 – 5** □ Often confuses or omits small words like *for* and *of* when reading aloud. □ Frequently identifies a word incorrectly, even after having just read the same word correctly earlier in the same text. □ Has trouble sounding out new words; if a long word comes up when reading, often omits part of it or skips over it. □ Often can't recognize common words (sight words) at a glance, such as *where* and *there*, and tries to sound them out. □ Often has trouble explaining what happened in a story or answering questions about key details. □ Has an easier time answering questions about a text if you read it aloud to him. □ Frequently makes the same kinds of mistakes, such as reversing letters (writing *bots* instead of *dots*) or mixing up the order of letters (writing *stop* instead of *spot*). □ Has trouble with spelling, such as quickly forgetting how to spell many of the words he studies or spelling the same word correctly and incorrectly in the same exercise. □ Avoids reading whenever possible or gets frustrated or agitated when reading. □ Takes a very long time to complete reading assignments. □ Seems to read at a lower academic level than the one at which he speaks; may have a smaller vocabulary than other kids his age because he doesn't like to read.			

Suggested Supports and Accommodations					
General	**Environment**	**Technology**	**Social/Emotional**	**Assignments**	**Tests/Exams**
• Establish repeated exposure and review • Check often for understanding	• Post charts, graphs, number line, etc. (alphabet charts/number	• Allow student to type written work • Use audio books	• Allow for frequent breaks • Provide frequent	• Give directions in a variety of ways • Give oral prompts and	• Allow extended time for completion • Read test to student

• Provide models/examples • Use visual aids • Chunk directions into small steps	lines) • Offer preferential seating • Keep workspaces clear of unrelated materials	• Provide technology tools-headphone	positive feedback and reinforcement • Be sensitive about pull-out services • Allow access to school counselor	cues • Shorten assignments • Provide clear expectations • Offer use of scribe	• Allow tests to be taken in a room with few distractions • Allow oral responses or scribe

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Definitions for Screening Skill Components

Letter-Naming Fluency: automaticity of letter identification

Nonsense Word Reading: as a screener, gives insights to underlying phonological awareness and decoding abilities

Oral Reading Fluency: ability to read with speed, accuracy, and proper expression

Orthography: refers to the spelling system

Phonological Awareness: a broad term that captures many skills including but not limited to; rhyming, alliteration, isolation, blending, segmentation, deletion and substitution. These skills are prior to the introduction of print.

Phonemic Awareness: phonemes are the smallest units of sounds within the oral language. There are 26 letters (graphemes) and 44 phonemes (sounds) in the English language.

Phonics: introducing printed graphemes and their corresponding phonemes

Phonological Memory: holding sequences of sounds (letters and numbers) in short term memory from oral cues

Rapid Automatic Naming: retrieval of known information; such as colors, numbers or objects presented by visual cues

Reading Comprehension: ability to read and listen to text, process it, and understand its meaning

Sound/Symbol: relationship between isolated letters and their corresponding sound

Word Recognition Fluency: ability to verbally identify a familiar word within one second

Component Skills to be Screened for Dyslexia – Missouri
(We are only required to assess *Essential Skills.* The other assessment areas are optional.)

Component Skills *Essential Skill to be assessed.	K	1st	2nd	3rd	4th-12th
Phonological/Phonemic Awareness	✓*	✓*	✓*	✓*	✓*
Alphabetical Knowledge *Letter Naming Fluency*	✓*	✓*			
Rapid Automatic Naming	✓*	✓*	✓	✓	✓
Phonics - Sound Symbol	✓*	✓*			
Phonics - Word Recognition *Nonsense words and Sight Words*			✓*	✓*	✓
Listening Comprehension		✓	✓	✓	✓
Reading Comprehension		✓	✓*	✓*	✓

Word Recognition Fluency		✓			
Oral Reading Fluency			✓	✓*	✓
Optional: Checklist of Characteristics and Observations	✓	✓	✓	✓	✓