

Gasconade County R-I School District Dyslexia Plan

The purpose of this document is to outline the actions of the Gasconade County R-I 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. The screening will identify students who are at risk of reading failure, be used to identify the 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 benchmark. Progress monitoring shall occur for students not meeting norms.

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

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

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.

Universal Screening Assessments

Universal screening assessments are characterized by the administration of quick, low-cost, repeatable testing of age-appropriate skills to all students. Schools typically administer screenings to all students three times a year. These assessments yield two important pieces of information. First, they provide evidence to help assess how functional the core curriculum, environment, and instruction are in the school. At least 80% of all students in the school should be showing adequate progress in a particular curricular element or program. If more than 20% of the students are not making acceptable gains in an area, the school must focus on improving the core curriculum and/or instruction. Secondly, universal screening identifies those students who may not be making expected progress and who may need additional diagnostic assessment and/or intervention, either in small groups or on an individual basis.

Characteristics of universal screening assessments identified in the professional literature:

- Accessible to all students
- Assess critical skills and concepts
- Brief (under 10 minutes), easy to administer and score
- Given to all students (i.e. district, school, grade-level, course)
- Quick turnaround time (1-3 days) of aggregated and disaggregated data to classroom teachers
- Repeatable
- Reliable (Commercial assessments have undergone psychometric analyses to determine reliability. A “teacher-made” assessment cannot be referred to as reliable if it has not been analyzed by a psychometrician.)
- Valid (Commercial assessments have undergone psychometric analyses to determine validity. The inferences made from a “teacher-made” assessment cannot be referred to as valid, if it has not been analyzed by a psychometrician.)

| K | Skill | Assessment Name | Dates for Assessment [BoY; MoY; EoY] |
|----------|---|--|---|
| | *Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation) | <ul style="list-style-type: none"> ● NWEA Skills Checklist <ul style="list-style-type: none"> ○ Reading Phonological Awareness | MoY: December EoY: April/May |
| | *Letter Naming Fluency | <ul style="list-style-type: none"> ● Teacher Checklist | MoY: December EoY: April/May |
| | *Rapid Automatic Naming | <ul style="list-style-type: none"> ● Teacher (Arkansas Rapid Naming Screener) http://www.arkansased.gov/public/userfiles/Learning_Services/Dyslexia/Arkansas_Rapid_Naming_Screener.pdf | MoY: December EoY: April/May |
| | *Sound/Symbol Recognition | <ul style="list-style-type: none"> ● NWEA Skills Checklist <ul style="list-style-type: none"> ○ Reading Letter Identification ○ Reading Matching Letters to Sounds | MoY: December EoY: April/May |

| First Grade | Skill | Assessment Name | Dates for Assessment [BoY; MoY; EoY] |
|--------------------|---|--|--|
| | *Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation) | <ul style="list-style-type: none"> ● NWEA Skills Checklist <ul style="list-style-type: none"> ○ Reading Manipulation of Sounds ○ Reading Decoding Patterns Word Families | BoY: Aug/Sept MoY: December EoY: April/May |
| | *Letter Naming Fluency | <ul style="list-style-type: none"> ● Teacher Checklist | BoY: Aug/Sept MoY: December EoY: April/May |
| | *Rapid Automatic Naming | <ul style="list-style-type: none"> ● Teacher (Arkansas Rapid Naming Screener) http://www.arkansased.gov/public/userfiles/Learning_Services/Dyslexia/Arkansas_Rapid_Naming_Screener.pdf | BoY: Aug/Sept MoY: December EoY: April/May |
| | *Phonics/Sound- Symbol Recognition | <ul style="list-style-type: none"> ● NWEA Skills Checklists <ul style="list-style-type: none"> ○ Reading Phoneme Identification ○ Reading Syllable Types -CVC-CVCe-R-controlled | BoY: Aug/Sept MoY: December EoY: April/May |

| Second Grade | Skill | Assessment Name | Dates for Assessment [BoY; MoY; EoY] |
|---------------------|----------------------------------|---|--|
| | *Phonological/Phonemic Awareness | <ul style="list-style-type: none"> ● NWEA Skills Checklists <ul style="list-style-type: none"> ○ Reading Vowel-Digraphs and Diphthongs ○ Reading Consonant Blends - Digraphs ○ Reading Decoding Multi-Syllable Words | BoY: Aug/Sept MoY: December EoY: April/May |
| | *Phonics | <ul style="list-style-type: none"> ● Words Their Way | BoY: Aug/Sept MoY: December EoY: April/May |
| | *Orthography (spelling) | <ul style="list-style-type: none"> ● Words Their Way | BoY: Aug/Sept MoY: December EoY: April/May |
| | *Oral Reading Fluency | <ul style="list-style-type: none"> ● DRA | BoY: Aug/Sept MoY: December EoY: April/May |
| | *Reading Comprehension | <ul style="list-style-type: none"> ● DRA | BoY: Aug/Sept MoY: December EoY: April/May |

| Third Grade | Skill | Assessment Name | Dates for Assessment [BoY; MoY; EoY] |
|--------------------|-------------------------|---|--|
| | *Phonics | <ul style="list-style-type: none"> ● Words Their Way | BoY: Aug/Sept MoY: December EoY: April/May |
| | *Orthography (spelling) | <ul style="list-style-type: none"> ● Words Their Way | BoY: Aug/Sept MoY: December EoY: April/May |
| | *Oral Reading Fluency | <ul style="list-style-type: none"> ● DRA | BoY: Aug/Sept MoY: December EoY: April/May |
| | *Reading Comprehension | <ul style="list-style-type: none"> ● DRA | BoY: Aug/Sept MoY: December EoY: April/May |

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.

Cut scores are used to indicate areas of concern.

In each skill area, the bottom 10% of each grade level will be flagged.

Kindergarten: If 4 out of 5 scores from the screening tools fall below the cut score criteria for the assessment period additional face to face screening will be administered. If concerns are confirmed from individual screening a letter will be sent home to parents.

First Grade: If 4 out of 6 scores from the screening tools fall below the cut score criteria for the assessment period additional face to face screening will be administered. If concerns are confirmed from individual screening a letter will be sent home to parents.

Second Grade: If 5 out of 7 scores from the screening tools fall below the cut score criteria for the assessment period additional face to face screening will be administered. If concerns are confirmed from individual screening a letter will be sent home to parents.. (Fluency and comprehension will be analyzed separately to determine concern.)

Third Grade: If 3 out of 4 scores from the screening tools fall below the cut score criteria for the assessment period additional face to face screening will be administered. If concerns are confirmed from individual screening a letter will be sent home to parents. (Fluency and comprehension will be analyzed separately to determine concern.)

Suggested Interventions, 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 Gasconade County R-I 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*, pp. 5-8

| Kindergarten | Skill Component | Tier 1 Core Instruction | Intervention | Progress Monitoring |
|--------------|--------------------------|--|--|--|
| | Letter Names | Establish repeated exposure and review (Explicit instruction using multi-sensory approaches linking letter to names. match letters to sounds, use visuals to make connections) | Individual or small group, instruction, Readers Workshop, Words Their Way, Re-teaching | Skills Checklist Teacher Created Checklist Anecdotal Observations Words Their Way |
| | Letter Sounds and Blends | Establish repeated exposure and review (Explicit instruction using multi-sensory approaches linking letter symbols to their sounds.) | Individual or small group, teacher-led instruction, Readers Workshop, Words Their Way, Re-teaching | Skills Checklist Teacher Created Checklist Anecdotal Observations Words Their Way |
| | Word Reading Fluency | Establish repeated exposure and review (Increase working memory by rapidly naming sight words, letters, numbers, colors, from an array. repeated exposure, write the words, make connections with visuals, multi-sensory approaches, build it with letter tiles) | Individual or small group, teacher-led instruction, Readers Workshop | Skills Checklist Teacher Created Checklist Anecdotal Observations |

| First Grade | Skill Component | Tier 1 Core Instruction | Intervention | Progress Monitoring |
|-------------|---------------------------------|---|---|--|
| | Phoneme Segmenting and Decoding | Establish repeated exposure and review (Tasks involving phonological manipulation. focus on particular blends, matching activities, technology activities, manipulative supports, sort by blend, Readers Workshop) | Individual or small group, teacher-led instruction, targeted re-teaching/intervention groups, Words Their Way | Skills Checklist Teacher Created Checklist Anecdotal Observations Words Their Way |
| | Vocabulary | Establish repeated exposure and review (Explicit instruction in vocabulary and application of decoding within texts. use context clues, picture clues, anchor charts, repeated review, sight word cards, write the words, Readers Workshop) | Individual or small group, teacher-led instruction | Skills Checklist Teacher Created Checklist Anecdotal Observations |
| | Word Reading Fluency | Establish repeated exposure and review (Explicit instruction in word identification, build sight vocabulary, phrasing, and | Individual or small group, teacher-led instruction | Skills Checklist Teacher Created Checklist Anecdotal Observations |

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|--|--|--|--|--|
| | | fluency practice, write the words, make connections with visuals, multi-sensory approaches, build it with letter tiles, Readers Workshop) | | |
|--|--|--|--|--|

| Second Grade | Skill Component | Tier 1 Core Instruction | Intervention | Progress Monitoring |
|--------------|-----------------------|--|---|--|
| | Reading Comprehension | Establish repeated exposure and review (Explicit instruction in vocabulary and application of decoding within texts. Explicit instruction in metacognitive reading strategies, One to One Conferring) | Individual or small group, teacher-led instruction, Readers Workshop, One to One Conferring | Running Records Benchmark Assessment |
| | Phonics | Explicit instruction in vowels, ABC chart, Blend charts, read words, stretching and say slowly, reading, writing, and sorting word families, Readers Workshop, One to One Conferring | Individual or small group, teacher-led instruction, | Words Their Way Running Records |
| | Reading Fluency | Establish repeated exposure and review (Explicit instruction in word identification, build sight vocabulary, phrasing, and fluency practice, word wall, Readers Workshop, One to One Conferring) | Individual or small group, teacher-led instruction, One to One Conferring | Running Records Benchmark Assessment Anecdotal Observation |
| | Vocabulary | Establish repeated exposure and review (Explicit instruction in vocabulary and application of decoding within texts, use context clues, picture clues, anchor charts, repeated review, sight word cards, write the words, classroom discussions, Reading Workshop, One to One Conferring) | Individual or small group, teacher-led instruction | Conferring Anecdotal Observation |

| Third Grade | Skill Component | Tier 1 Core Instruction | Intervention | Progress Monitoring |
|-------------|-----------------------|--|--|---|
| | Reading Comprehension | Establish repeated exposure and review (Explicit instruction in vocabulary and application of decoding within texts. Explicit instruction in reading strategies, Reading Workshop, One to One Conferring) | Individual or small group, teacher-led instruction, Conferring | Conferring Anecdotal Observation Reading Counts Quiz |
| | Reading Fluency | Establish repeated exposure and review (Explicit instruction in word identification, build sight vocabulary, phrasing, and fluency practice.) | Individual or small group, teacher-led instruction | Conferring Anecdotal Observation MAP Reading Fluency Screener |

| | | | | |
|--|------------|---|--|-------------------------------------|
| | Vocabulary | Establish repeated exposure and review (Explicit instruction in vocabulary and application of decoding within texts.) | Individual or small group, teacher-led instruction | Anecdotal Observation Conferring |
|--|------------|---|--|-------------------------------------|

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:**
 - Title Intervention
 - Response to Intervention Groups
 - Paraprofessional
 - Speech Language Pathologist

Professional Development for Dyslexia

The Gasconade County R-I School District will offer two hours of dyslexia training to all practicing staff grades kindergarten-twelve annually. 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 offered (Topics) | K-12 all practicing staff | Annually in August | As needed |

Communication to District Staff and Board of Education

The Gasconade County R-I School District staff and Board of Education will be provided information regarding the district dyslexia plan. The following information will be provided to staff pertaining to screening, analysis, intervention, professional development, and communication to stakeholders.

The school district will continue to update and provide information to school district staff and the Board of Education, as needed.

| Communication Action Steps | Audience | Format | Dates |
|-----------------------------------|--------------------|---------------------------|------------------|
| Inform Board of Plan (Initial) | Board/Stakeholders | Presentation | April 2018 |
| Board Approval of Plan (Final) | Board/Stakeholders | Presentation/Website | May 2018/Ongoing |
| Inform Board of Results | Board/Stakeholders | Presentation/Board Report | October |
| Inform Board of Results | Board/Stakeholders | Presentation/Board Report | May |

Parent Communication

The Gasconade County R-I School District will provide information to parents regarding aspects of this plan. The following actions will be taken by the district.

| Communication Action Steps | Audience | Format | Dates |
|---|----------------------|----------------------------------|--------------|
| Post plan publically | Parents/Stakeholders | Website | Aug-Ongoing |
| Send informational letter prior to screening | Parents K-3 | Letter | Aug |
| Send letters to parents of students with the concern(s) indicated | Parents | Letter/Conference/ phone call | As needed |