

## Montgomery County R-II District Dyslexia Plan 2018-2019

The purpose of this document is to outline the actions of the Montgomery County R-II 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 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.

Screening will be administered by classroom teachers, instructional coaches, and Title I staff. Training for individuals will be outlined in the professional development section of this document.

<b>Kinder garten</b>	<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
	*Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime,	FAST Early Reading/Istation	BoY; MoY; EoY

	blending, and syllable and word segmentation)		
	*Letter Naming Fluency	FAST Early Reading	BoY; MoY; EoY
	*Rapid Automatic Naming	Arkansas Rapid Naming Screener	BoY; MoY; EoY
	*Sound/Symbol Recognition	FAST Early Reading/ Istation	BoY; MoY; EoY

<b>First Grade</b>	<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
	*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	FAST Early Reading/ Istation	BoY; MoY; EoY
	*Letter Naming Fluency	FAST Early Reading	BoY; MoY; EoY
	*Rapid Automatic Naming	Arkansas Rapid Naming Screener	BoY; MoY; EoY
	*Phonics/Sound- Symbol Recognition	FAST Early Reading	BoY; MoY; EoY
	Reading Comprehension		
	Word Recognition Fluency		
	Listening Comprehension		
	Orthography (spelling)		

<b>Second Grade</b>	<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
	*Phonological/Phonemic Awareness	FAST Early Reading/Istation	BoY; MoY; EoY
	*Phonics	FAST Early Reading/Istation	BoY; MoY; EoY
	*Orthography (spelling)	FAST aReading/Istation	BoY; MoY; EoY

	*Oral Reading Fluency	FAST CBM Reading/DRA2/Istation	BoY; MoY; EoY
	*Reading Comprehension	FAST COMPEfficiency/ CBM Reading/Istation	BoY; MoY; EoY
	Listening Comprehension		
	Rapid Automatic Naming		

<b>Third Grade</b>	<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
	*Phonics	FAST Early Reading/Istation	BoY; MoY; EoY
	*Orthography (spelling)	FAST Early Reading/Istation	BoY; MoY; EoY
	*Oral Reading Fluency	FAST CBM Reading/DRA2/Istation	BoY; MoY; EoY
	*Reading Comprehension	FAST CBM Reading/COMPEfficiency, Istation, DRA2	BoY; MoY; EoY
	Listening Comprehension		
	Phonological/Phonemic Awareness		
	Rapid Automatic Naming		

<b>Fourth-Fifth Grade</b>	<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
	Phonics	Istation	BoY; MoY; EoY
	Orthography (spelling)	Istation	BoY; MoY; EoY
	Oral Reading Fluency	Istation	BoY; MoY; EoY
	Reading Comprehension	Istation, DRA2	BoY; MoY; EoY

	Listening Comprehension		
	Phonological/Phonemic Awareness		
	Rapid Automatic Naming		

<b>Sixth-Eighth Grade</b>	<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
	Phonological/Phonemic Awareness	FAST Early Reading	BoY; MoY; EoY
	Phonics	FAST Early Reading, <a href="http://rti.dadeschools.net/pdfs/phonics_screening_inventory.pdf">http://rti.dadeschools.net/pdfs/phonics_screening_inventory.pdf</a>	BoY; MoY; EoY
	Orthography (spelling)	FAST Early Reading	BoY; MoY; EoY
	Oral Reading Fluency	QRI, EasyCBM, FAST	BoY; MoY; EoY
	Reading Comprehension	QRI, EasyCBM, FAST	BoY; MoY; EoY
	Listening Comprehension		
	Rapid Automatic Naming		

<b>Nine-Twelve Grades</b>	<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
	Phonological/Phonemic Awareness	Count the words; count the syllables, onsets and rimes with content level vocab, phoneme manipulation, The Names Test of Decoding	BoY; MoY; EoY
	Phonics	<a href="http://rti.dadeschools.net/pdfs/phonics_screening_inventory.pdf">http://rti.dadeschools.net/pdfs/phonics_screening_inventory.pdf</a>	BoY; MoY; EoY

	Orthography (spelling)	<a href="http://readingandwritingproject.com/public/resources/assessments/spelling/spelling_upper.pdf">http://readingandwritingproject.com/public/resources/assessments/spelling/spelling_upper.pdf</a>	BoY; MoY; EoY
	Oral Reading Fluency	QRI	BoY; MoY; EoY
	Reading Comprehension	QRI	BoY; MoY; EoY
	Listening Comprehension		
	Rapid Automatic Naming		

\*Required areas to screen, DRA2: Developmental Reading Assessment, QRI: Qualitative Reading Inventory

### 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 Montgomery County R-II 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
	Phonological/ Phonemic Awareness	Literacy by Design	Fundations/Fountas and Pinnell/Firsthand Phonics Lesson
	Letter Naming	Literacy by Design	Fundations/Fountas and Pinnell/Firsthand Phonics Lesson
	Rapid Automatic Naming	Literacy by Design	Memory games/Audio Books/Fountas and Pinnell Phonics
	Alphabetic Knowledge/Sound Symbol	Literacy by Design	Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson

<b>First Grade</b>	<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
	<b>Phonological/ Phonemic Awareness</b>	<b>Literacy by Design</b>	<b>Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson</b>
	<b>Letter Naming</b>	<b>Literacy by Design</b>	<b>Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson</b>
	<b>Rapid Automatic Naming</b>	<b>Literacy by Design</b>	<b>Memory Games/Audio books/Fountas and Pinnell Phonics</b>
	<b>Phonics/Sound-Symbol Recognition</b>	<b>Literacy by Design</b>	<b>Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson</b>

<b>Second Grade</b>	<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
	<b>Phonological/ Phonemic Awareness</b>	<b>Literacy by Design</b>	<b>Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson</b>
	<b>Phonics</b>	<b>Literacy by Design</b>	<b>Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson</b>
	<b>Orthography (Spelling)</b>	<b>Literacy by Design</b>	<b>Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson</b>
	<b>Oral Reading Fluency</b>	<b>Literacy by Design</b>	<b>Fundations/Guided Reading/Isation</b>
	<b>Reading Comp</b>	<b>Literacy by Design</b>	<b>Guided Reading/Istation</b>

<b>Third Grade</b>	<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
	<b>Phonics</b>	<b>Literacy by Design</b>	<b>Wilson/Fountas and Pinnell/ Firsthand Phonics Lesson</b>
	<b>Orthography(Spelling)</b>	<b>Literacy by Design</b>	<b>Wilson/Fountas and Pinnell/ Firsthand Phonics Lesson</b>
	<b>Oral Reading Fluency</b>	<b>Literacy by Design</b>	<b>Wilson/ Guided Reading/Istation</b>
	<b>Reading Comp.</b>	<b>Literacy by Design</b>	<b>Guided Reading, Istation</b>

<b>Fourth - Fifth Grades</b>	<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
	<b>Phonics</b>	<b>Literacy by Design</b>	<b>Wilson/Istation/Fountas and Pinnell/Firsthand Phonics Lesson</b>

	<b>Orthography(Spelling)</b>	<b>Literacy by Design</b>	<b>Wilson/Istation/Fountas and Pinnell/Firsthand Phonics Lesson</b>
	<b>Oral Reading Fluency</b>	<b>Literacy by Design</b>	<b>Wilson/Istation/Fountas and Pinnell/Firsthand Phonics Lesson</b>
	<b>Reading Comp.</b>	<b>Literacy by Design</b>	<b>Wilson/Istation/Fountas and Pinnell/Firsthand Phonics Lesson</b>

<b>Sixth-Eighth Grades</b>	<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
	<b>Phonics</b>	<b>Instruction based on MLS</b>	<b>Wilson Reading</b>
	<b>Orthography(Spelling)</b>	<b>Instruction based on MLS</b>	<b>Wilson Reading</b>
	<b>Oral Reading Fluency</b>	<b>Instruction based on MLS</b>	<b>Wilson Reading</b>
	<b>Reading Comp.</b>	<b>Instruction based on MLS</b>	<b>Wilson Reading</b>

<b>Nine- Twelve Grades</b>	<b>Skill Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
	<b>Oral Reading Fluency</b>	<b>Instruction based on MLS</b>	<b>Wilson Reading</b>
	<b>Reading Comp.</b>	<b>Instruction based on MLS</b>	<b>Wilson Reading</b>

### **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

## Professional Development for Dyslexia

The Montgomery County R-II 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.

<b>Training Needed</b>	<b>Staff to Attend</b>	<b>Date of Initial Training</b>	<b>Dates of Follow Up Training</b>
2 Hour Training Required (Topics)	K-12 All practicing staff	September Monday PD day	Monday PD days throughout the school year
(Assessment)			
(Analysis of assessment)			
(Intervention)			

## Communication to District Staff and Board of Education

Montgomery County R-II 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.

<b>Communication Action Steps</b>	<b>Audience</b>	<b>Format</b>	<b>Dates</b>
Review of Dyslexia Plan	Board of Education	Electronic copy	April 12, 2018
Discussion of the plan	MCR-II Staff	Dialogue	BoY staff meeting



## Parent Communication

Montgomery County R-II School District will provide information to parents regarding aspects of this plan. The following actions will be taken by the district. (See *DESE Guidance Document, Appendix D*)

<b>Communication Action Steps</b>	<b>Audience</b>	<b>Format</b>	<b>Dates</b>
A copy of the plan will be available at the building level and posted to the district website	Parents	Electronic copy	BoY 2018-2019
If a student is found to be at risk per the screener, the student will be placed in an intervention group and a letter will be sent home.	Parents	Hard copy	As needed throughout the year