

Licking R-VIII School District Dyslexia Plan 2019-2020

The purpose of this document is to outline the actions of the Licking R-VIII 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 struggle and/or 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 Jan. 31. 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).

Screening can/will be administered by Title I Teachers and Paraprofessionals, the Special Education Director, the Speech Therapist, the Counselor, the classroom teacher, and Administrators. Training for individuals will be outlined in the professional development section of this document.

| Kdg. | Skill | Assessment Name | Dates for Assessment [BoY; MoY; EoY] |
|-------------|---|---|---|
| | *Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation) | Phonological Awareness Screening Test (PAST), Kilpatrick | MoY; EoY |
| | *Letter Naming Fluency | Pathways to Reading: Letter Naming, Upper Case and Lower Case | MoY; EoY |
| | *Rapid Automatic Naming | Arkansas Rapid Naming Screener | MoY; EoY |
| | *Sound/Symbol Recognition | Pathways to Reading: Sound Identification | MoY; EoY |

| First Grade | Skill | Assessment Name | Dates for Assessment [BoY; MoY; EoY] |
|--------------------|---|---|---|
| | *Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation) | Phonological Awareness Screening Test (PAST), Kilpatrick | BoY; MoY; EoY |
| | *Letter Naming Fluency | Pathways to Reading: spell a Sound, KDG Letter Naming | BoY; MoY; EoY |
| | *Rapid Automatic Naming | Arkansas Automatic Naming Screener | BoY; MoY; EoY |
| | *Phonics/Sound- Symbol Recognition | Pathways to Reading: Spell a Sound | BoY; MoY; EoY |
| | Reading Comprehension | Reading Series: Treasures | BoY; MoY; EoY |
| | Word Recognition Fluency | Pathways to Reading: Sight Word Reading Lists | |
| | Listening Comprehension | Reading Series: Treasures | |
| | Orthography (spelling) | Reading Series: Treasure and/or Pathways to Reading: Word Spell | |

| Second Grade | Skill | Assessment Name | Dates for Assessment [BoY; MoY; EoY] |
|---------------------|----------------------------------|---|---|
| | *Phonological/Phonemic Awareness | Phonological Awareness Screening Test (PAST), Kilpatrick | BoY; MoY; EoY |
| | *Phonics | Pathways to Reading: Spell a Sound | BoY; MoY; EoY |
| | *Orthography (spelling) | Pathways to Reading: Word Spelling Reading Series: Treasures | BoY; MoY; EoY |
| | *Oral Reading Fluency | DIBELS | BoY; MoY; EoY |
| | *Reading Comprehension | Reading Series: Treasures | BoY; MoY; EoY |
| | Listening Comprehension | Reading Series: Treasures | |
| | Rapid Automatic Naming | Arkansas Automatic Naming Screener | |

| Third Grade | Skill | Assessment Name | Dates for Assessment [BoY; MoY; EoY] |
|--------------------|---------------------------------|---------------------------------------|---|
| | *Phonics | Pathways to Reading: Spell a Sound | BoY; MoY; EoY |
| | *Orthography (spelling) | Pathways to Reading: Word Spelling | BoY; MoY; EoY |
| | *Oral Reading Fluency | DIBELS | BoY; MoY; EoY |
| | *Reading Comprehension | Reading Series: Treasures | BoY; MoY; EoY |
| | Listening Comprehension | Reading Series: Treasures | |
| | Phonological/Phonemic Awareness | Pathways to Reading: Past | |
| | Rapid Automatic Naming | Arkansas Automatic Naming Screener | |

| Fourth-Fifth Grade | Skill | Assessment Name | Dates for Assessment [BoY; MoY; EoY] |
|---------------------------|---------------------------------|---|---|
| | Phonics | Non-Sense Word Reading | |
| | Orthography (spelling) | Reading Series: Treasures | |
| | Oral Reading Fluency | Reading Series: Treasures | |
| | Reading Comprehension | STAR <40 th Percentile Reading Series: Treasures | |
| | Listening Comprehension | Reading Series: Treasures | |
| | Phonological/Phonemic Awareness | Phonological Awareness Screening Test (PAST), Kilpatrick | |
| | Rapid Automatic Naming | Arkansas Automatic Naming Screener and/or Pathways to Reading: Sight Word Quarterly Reading Test | |

| Sixth-Eighth Grade | Skill | Assessment Name | Dates for Assessment [BoY; MoY; EoY] |
|---------------------------|--------------|------------------------|---|
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| | Phonological/Phonemic Awareness | | |
| | Phonics | | |
| | Orthography (spelling) | | |
| | Oral Reading Fluency | | |
| | Reading Comprehension | STAR <40 th Percentile | |
| | Listening Comprehension | | |
| | Rapid Automatic Naming | | |

| Nine-Twelve Grades | Skill | Assessment Name | Dates for Assessment [BoY; MoY; EoY] |
|---------------------------|---------------------------------|-----------------------------------|---|
| | Phonological/Phonemic Awareness | | |
| | Phonics | | |
| | Orthography (spelling) | | |
| | Oral Reading Fluency | | |
| | Reading Comprehension | STAR <40 th Percentile | |
| | Listening Comprehension | | |
| | Rapid Automatic Naming | | |

Analysis of Data

Assessment results will be analyzed in grade level/content area/ and/or at-risk 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 core instruction in literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, the Licking R-VIII 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

Pathways to Reading: (PTR)

| Kindergarten | Skill Component | Intervention |
|---------------------|------------------------------|--|
| | Phonemic Awareness | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Tasks involving phonological manipulation through advanced levels. Florida Center for Reading Research Activities for Phonological Awareness (Grades K-1) (www.fcrr.org) (Reading A-Z) And/or At-risk Committee Referral |
| | Letter Naming Fluency | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Explicit instruction using multi-sensory approaches linking letters to their names Florida Center for Reading Research Activities for Letter Recognition and Letter Sound Correspondence (Grades K-1) (www.fcrr.org) And/or At-risk Committee Referral |
| | Rapid Automatic Names | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Explicit instruction: Supplemental practice for fluent working memory And/or At-risk Committee Referral |
| | Sound System | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Explicit instruction: Flashcards of objects pictures, colors, symbols, repeated recitation of poetry, repeated exposure and review And/or At-risk Committee Referral |

| First Grade | Skill Component | Tier 1 Core Instruction |
|--------------------|-------------------------------|--|
| | Phonemic Awareness | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Explicit instruction: Florida Center for Reading Research Activities for Phonological Awareness (Grades K-1) (www.fcrr.org) And/or At-risk Committee Referral |
| | Letter Naming Fluency | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Explicit instruction: Florida Center for Reading Research Phonics (Grades K-1) activities (www.fcrr.org) And/or At-risk Committee Referral |
| | Rapid Automatic Naming | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Tasks involving phonological manipulation through advanced levels. And/or At-risk Committee Referral |
| | Phonics | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Explicit instruction using multi-sensory approaches linking letters to their names, Florida Center for Reading Research Phonics (Grades K-1) activities (www.fcrr.org) And/or At-risk Committee Referral |
| | Reading Comprehension | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects or colors from an array And/or At-risk Committee Referral |

| Second Grade | Skill Component | Intervention |
|---------------------|---------------------------|---|
| | Phonemic Awareness | Tier 1: Regular Classroom Instruction PTR |

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| | | <p>Tier 2: Intensive PTR, PTR Regrouping, Pacing</p> <p>Tier 3: Tasks involving phonological manipulation through advanced levels Florida Center for Reading Research Activities for Phonemic Awareness (Grades 2-3) (www.fcrr.org)</p> <p>And/or</p> <p>At-risk Committee Referral</p> |
| | Phonics/Word Recognition | <p>Tier 1: Regular Classroom Instruction PTR</p> <p>Tier 2: Intensive PTR, PTR Regrouping, Pacing</p> <p>Tier 3: Explicit and systematic instruction on letter-sound relationships, phonic blending, and application within text Florida Center for Reading Research Phonics (Grades 2-3) activities (www.fcrr.org)</p> <p>And/or</p> <p>At-risk Committee Referral</p> |
| | Orthography (Spelling) | <p>Tier 1: Regular Classroom Instruction PTR</p> <p>Tier 2: Intensive PTR, PTR Regrouping, Pacing</p> <p>Tier 3: Explicit instruction in phonics, Florida Center for Reading Research Phonics activities (Grades 2-3) (www.fcrr.org)</p> <p>And/or</p> <p>At-risk Committee Referral</p> |
| | Oral Reading Fluency | <p>Tier 1: Regular Classroom Instruction PTR</p> <p>Tier 2: Intensive PTR, PTR Regrouping, Pacing</p> <p>Tier 3: Explicit instruction in word identification, build sight vocabulary, phrasing, and fluency practice, Florida Center for Reading Research Fluency activities (Grades 2-3) (www.fcrr.org)</p> <p>And/or</p> <p>At-risk Committee Referral</p> |
| | Reading Comprehension | <p>Tier 1: Regular Classroom Instruction PTR</p> <p>Tier 2: Intensive PTR, PTR Regrouping, Pacing</p> <p>Tier 3: Explicit instruction in vocabulary and application of decoding within text. Explicit instruction in metacognitive reading strategies. Florida Center for Reading Research Comprehension Activities (Grades 2-3) (www.fcrr.org)</p> <p>And/or</p> <p>At-risk Committee Referral</p> |
| | Rapid Automatic Naming | |

| Third Grade | Skill Component | Intervention |
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| | Phonics/Word Recognition | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier3: Explicit and systematic instruction on letter-sound relationships, phonic blending and integrating the decoding within text. Florida Center for Reading Research Phonics activities (Grades 2-3) (www.fcrr.org) And/or At-risk Committee Referral |
| | Orthography (Spelling) | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Explicit instruction in phonics. Florida Center for Reading Research Phonics activities (Grades 2-3) (www.fcrr.org) And/or At-risk Committee Referral |
| | Oral Reading Fluency | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Explicit instruction in word identification, phonics, sight vocabulary, fluency practice, Florida Center for Reading Research Fluency activities (Grades 2-3) (www.fcrr.org) And/or At-risk Committee Referral |
| | Reading Comprehension | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Explicit instruction in vocabulary and linking decoding within text. Explicit instruction in metacognitive reading strategies. Florida Center for Reading Research Comprehension Activities (Grades 2-3) (www.fcrr.org) And/or At-risk Committee Referral |
| | Phonemic Awareness | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Tasks involving phonological manipulation through advanced levels. Florida Center for Reading Research Phonics activities (Grades 2-3) (www.fcrr.org) And/or At-risk Committee Referral |
| | Rapid Automatic Naming | Tier 1: Regular Classroom Instruction PTR Tier 2: Intensive PTR, PTR Regrouping, Pacing Tier 3: Supplemental practice for working memory provided in rapidly naming digits, letters, words, objects, or colors from an array And/or At-risk Committee Referral |

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| Fourth - Sixth Grades | Skill Component | Intervention <40th %tile |
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| | Phonics/Word Recognition | Explicit and systematic instruction on letter-sound relationships, phonic blending and integrating the decoding within text. Florida Center for Reading Research Advanced Phonics activities (Grades 4-5) (www.fcrr.org) And/or At-risk Committee Referral |
| | Orthography (Spelling) | Explicit instruction in phonics, Florida Center for Reading Research Advanced Phonics activities (Grades 4-5) (www.fcrr.org) And/or At-risk Committee Referral |
| | Oral Reading Fluency | Explicit instruction in word identification, phonics, sight vocabulary, fluency practice, Florida Center for Reading Research fluency activities (Grades 4-5) (www.fcrr.org) And/or At-risk Committee Referral |
| | Reading Comprehension | Explicit instruction in vocabulary and linking decoding within texts. Explicit instruction in metacognitive reading strategies. Florida Center for Reading Research Comprehension Activities (Grades 4-5)(www.fcrr.org) And/or At-risk Committee Referral |
| | Phonemic Awareness | Tasks involving phonological manipulation through advanced levels Florida Center for Reading Research Advanced Phonics activities (Grades 4-5) (www.fcrr.org) And/or At-risk Committee Referral |
| | Rapid Automatic Naming | Supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects or colors from an array. And/or At-risk Committee Referral |

| Seventh-Eighth Grades | Skill Component | Tier 1 Core Instruction | Intervention |
|------------------------------|------------------------|--------------------------------|---------------------|
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| Nine- Twelve Grades | Skill Component | Tier 1 Core Instruction | Intervention |
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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

The Licking R-VIII School District will provide two hours of dyslexia in-service 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 (Topics) | K-12 All practicing staff | TBA | TBA |
| (Assessment) | K-3, Admin, Counselor, SPED Director, Title I Teacher, Title I Paraprofessionals, Speech Pathologist | TBA | TBA |
| (Analysis of assessment) | K-3 Teachers, Admin, Counselor, SPED Director, Title I Teacher, Title I Paraprofessionals, Speech Pathologist | TBA | TBA |
| (Intervention) | K-3 Teachers, Admin, Counselor, SPED Director, Title I Teacher, Title I Paraprofessionals, Speech Pathologist | TBA | TBA |

Communication to District Staff and Board of Education

The Licking R-VIII 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 |
|---|--|---------------|--------------|
| Cristina Irwin/Brad Cooper/Allison Lewis/Jarad Rinne/Amber Stephens to relay state guidance | K-3 Teachers, Title Staff, Counselor, Speech Pathologist, and Superintendent | | TBA |
| Share District Action Plan | Staff | | TBA |
| Share District Action Plan | Board of Education, Public | | TBA |

Parent Communication

The Licking R-VIII 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*)

| Communication Action Steps | Audience | Format | Dates |
|-----------------------------------|-----------------|---------------|--------------|
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