

## **West Plains School District Dyslexia Plan 2022-2023**

The purpose of this document is to outline the actions of the West Plains Public 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 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, 2022. 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 and students with sensory impairment.

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 West Plains Staff. Training for individuals will be outlined in the professional development section of this document.

## Kindergarten

<b>Skill</b>	<b>Assessment Name</b>	<b>Administered By</b>	<b>Dates for Assessment</b>
Universal Screener	NWEA	Classroom Teacher/Reading Specialist	January 31, & End of the Year
Phonological/Phonemic Awareness	PAST	Classroom Teacher/Reading Specialist	January 31, & End of the Year
Sound/Symbol Recognition	Letter Sound Identification (Grade Card Assessment / ESGI)	Classroom Teacher/Reading Specialist	January 31, & End of the Year
Alphabet Knowledge/ Letter Naming Fluency	Letter Id Test (LID)	Classroom Teacher/Reading Specialist	January 31, & End of the Year
Rapid Automatic Naming	RAN Screener	Classroom Teacher/Reading Specialist	As Needed from Universal Screening
Reading Comprehension	DRA 2	Classroom Teacher/Reading Specialist	January 31, & End of the Year

## First Grade

<b>Skill</b>	<b>Assessment Name</b>	<b>Administered By</b>	<b>Dates for Assessment</b>
Universal Screener	NWEA	Classroom Teacher/Reading Specialist	First 30 days of school
Phonological / Phonemic Awareness	PAST	Classroom Teacher /Reading Specialist	As Needed from Universal Screening
Sound / Symbol Recognition	Letter Sound Identification (Grade Card Assessment)	Classroom Teacher /Reading Specialist	First 30 days of school Mid-Year
Alphabet Knowledge / Letter Naming Fluency	Letter Id Test	Classroom Teacher/ Reading Specialist	First 30 days of school
Rapid Automatic Naming	RAN Screener	Classroom Teacher / Reading Specialist	As Needed from Universal Screening
Word Recognition Fluency	DRA Word Analysis	Classroom Teacher /Reading Specialist	As Needed from Universal Screening
Orthography	LETRS Spelling Assessment	Classroom Teacher	Mid-Year & End of the Year
Reading Comprehension	DRA 3	Classroom Teacher /Reading Specialist	First 30 days of school

## **Second Grade**

<b>Skill</b>	<b>Assessment Name</b>	<b>Administered By</b>	<b>Dates for Assessment</b>
Universal Screener	NWEA	Classroom Teacher /Reading Specialist	First 30 days of school
Phonological / Phonemic Awareness	PAST	Classroom Teacher /Reading Specialist	As Needed from Universal Screening
Rapid Automatic Naming	RAN	Classroom Teacher/ Reading Specialist	As Needed from Universal Screening
Phonics/Word Recognition	DRA Word Analysis	Classroom Teacher /Reading Specialist	As Needed from Universal Screening
Oral Reading Fluency	DIBELS	Classroom Teacher	As Needed from Universal Screening
Reading Comprehension	DRA 3	Classroom Teacher	First 30 days of school
Orthography	LETRS Spelling Assessment	Classroom Teacher	First 30 days of school

## **Third Grade**

<b>Skill</b>	<b>Assessment Name</b>	<b>Administered By</b>	<b>Dates for Assessment</b>
Universal Screener	NWEA	Classroom Teacher/Reading Specialist	First 30 days of school
Phonological / Phonemic Awareness	P.A.S.T.	Classroom Teacher /Reading Specialist	As Needed from Universal Screening
Rapid Automatic Naming	RAN	Classroom Teacher/ Reading Specialist	As Needed from Universal Screening
Phonics/Word Recognition	DRA Word Analysis	Classroom Teacher /Reading Specialist	As Needed from Universal Screening
Oral Reading Fluency	DRA 3	Classroom Teacher	As Needed from Universal Screening
Reading Comprehension	DRA 3	Classroom Teacher	First 30 days of school
Orthography	LETRS Spelling Assessment	Classroom Teacher	First 30 days of school

## **Fourth - Twelfth Grades**

<b>Skill</b>	<b>Assessment Name</b>	<b>Administered By</b>	<b>Dates for Assessment</b>
Phonological / Phonemic Awareness	PAST	West Plains R-7 Staff	As needed
Rapid Automatic Naming	RAN	West Plains R-7 Staff	As needed
Phonics/Word Recognition	DIBELS Nonsense Word Fluency / DRA Word Analysis	West Plains R-7 Staff	As needed
Oral Reading Fluency	DIBELS	West Plains R-7 Staff	As needed
Reading Comprehension	DRA 3	West Plains R-7 Staff	As needed
Orthography	LETRS Spelling Assessment	West Plains R-7 Staff	As needed

### **Analysis of Data**

Assessment results will be analyzed in grade level or content area data teams through a systematic process consistent throughout the district. General results will be reviewed, but further analysis is required. 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, West Plains School District will provide support consistent with the findings of the assessments listed above.

### **Kindergarten**

<b>Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
<b>Phonemic Awareness</b>	<b>Wilson’s Foundations / Missouri Reading Initiative (MRI)</b>	<b>To be determined by West Plains staff members implementing the interventions</b>
<b>Phonics</b>	<b>Wilson’s Foundations / MRI</b>	
<b>Reading</b>	<b>MRI</b>	
<b>Handwriting/Spelling</b>	<b>Wilson’s Foundations</b>	
<b>Writing</b>	<b>MRI</b>	

### **First Grade**

<b>Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
<b>Phonemic Awareness</b>	<b>Wilson’s Foundations / Missouri Reading Initiative (MRI)</b>	<b>To be determined by West Plains staff members implementing the interventions</b>
<b>Phonics</b>	<b>Wilson’s Foundations/ MRI</b>	
<b>Reading</b>	<b>MRI</b>	
<b>Handwriting/Spelling</b>	<b>Wilson’s Foundations</b>	
<b>Writing</b>	<b>MRI</b>	

### **Second Grade**

<b>Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
<b>Reading</b>	<b>Wilson’s Foundations / MRI</b>	<b>To be determined by West Plains staff members implementing the interventions</b>
<b>Phonics</b>	<b>Wilson’s Foundations / MRI</b>	
<b>Handwriting/Spelling</b>	<b>Wilson’s Foundations</b>	
<b>Writing</b>	<b>MRI</b>	

### **Third Grade**

<b>Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
<b>Reading</b>	<b>Wilson’s Foundations / MRI</b>	<b>To be determined by West Plains staff members</b>
<b>Phonics</b>	<b>Wilson’s Foundations / MRI</b>	

<b>Handwriting/Spelling</b>	<b>Wilson's Foundations</b>	<b>implementing the interventions</b>
<b>Writing</b>	<b>MRI / Step Up to Writing</b>	

## **Fourth - Twelfth Grades**

<b>Component</b>	<b>Tier 1 Core Instruction</b>	<b>Intervention</b>
<b>Reading</b>	<b>MRI</b>	<b>To be determined by West Plains staff members implementing the interventions</b>
<b>Phonics</b>	<b>Missouri Learning Standards</b>	
<b>Writing</b>	<b>MRI / Missouri Writing Project</b>	
<b>Handwriting/Spelling</b>	<b>Missouri Learning Standards</b>	

The following is a list of example accommodations that benefit students with dyslexia and related disorders. Note that not all students at risk for dyslexia will require all the possible supports. It is important to match and scaffold the supports with the student's individual needs.

### **ACCOMMODATIONS AND INTERVENTIONS for Students with a risk for Dyslexia**

- Extended time for completion of any task (tests, assignments, or updating planner)
- Extended time for oral/written responses
- Untimed exams
- Oral exams
- Allow use of audio books, digital texts, and materials
- Large print
- Use simple fonts and break information into smaller chunks
- Limited items per page
- Oral and written instructions (especially if assignment is going home)
- Provide word banks
- Provide study guides
- Provide chapter/subject outline of curriculum for each semester/course syllabus
- Provide list of relevant curriculum-specific vocabulary in advance
- Shortened assignments
- Written multi-step directions
- Have student repeat the directions for a task
- Large projects or new information broken into smaller steps
- Speech-to-text

- Recorded lectures
- Copies of notes
- Provide a scribe
- Extra space for handwriting
- No penalization for spelling errors, transposing, reversing or inverting letters or numbers
  - Allow use of spell checkers
  - Modified spelling lists
- Allow for dictated or typewritten homework
- Exempt from reading aloud/spelling contests
- Assign homework buddy
- Differentiated small group instruction
- Small group / partner activities
- Provide personal visual aids, such as alphabet charts, word wall, etc.
- Avoid far and near point copying
- Avoid the use of worksheets that require “page flipping” e.g map on one side of the page with questions on the back. Provide students with two sheets of paper so that questions and source material can be in the same field of vision.
- Provide order of operations, functions, tables, list of steps, graph paper for alignment, etc.
  - Allow use of calculator for math facts
- Title 1 intervention

## **General Good Teaching Practices**

- Avoid reading/writing as punishment
- Check often for understanding
- Establish repeated exposure and review
- Use graphic organizers, visual aides, provide models, or examples
- Use markers to highlight important information
- Keep the class quiet during intense learning times; provide noise buffers as needed
- Reduce visual distractions and keep workspace clear
- Gauge frustration levels
- Present curriculum through a variety of modalities
- Use manipulatives when possible
- Provide a variety of activities in which the student can demonstrate mastery and success
- Allow frequent breaks
- Preferential seating

## **Professional Development for Dyslexia**

The West Plains Public School District will provide two hours of dyslexia inservice training to all certified teaching staff grades preschool-twelve during the 2020 - 2021 school year. The training will 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>Initial Training</b>	<b>Follow Up Training</b>
2 Hr Training Required	K-12 All Staff	MUSIC Module Back to School 2021	Spring 2021

### **Communication to District Staff**

The West Plains School District staff and board of education will be provided information in the 2020 school year 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 2020-2021 school year.

<b>Communication Action Steps</b>	<b>Audience</b>	<b>Format</b>	<b>Dates</b>
Present Dyslexia Plan	Administration	email	Fall 2021
Present Dyslexia Plan	Board of Education	meeting	Fall 2021
Present Dyslexia Plan	All Staff K-12	meeting/email	Fall 2021



## Parent Communication

The West Plains School District will provide information to parents regarding aspects of this plan. The following actions will be taken by the district.

<b>Communication Action Steps</b>	<b>Audience</b>	<b>Format</b>	<b>Dates</b>
Universal Screening, grades 1-3	Parents of Concerned Students	Letter / Conferences	October 2021
Kindergarten Universal Screening	Parents of Concerned Students	Letter / Conferences	February 2022

See parent letter regarding screening and results below.

# West Plains Public Schools At-Risk Reading Parent Letter

Student \_\_\_\_\_ Grade \_\_\_\_\_

Date of Birth \_\_\_\_\_ Date of Screening \_\_\_\_\_

Universal screening of essential reading skills and risk factors related to reading difficulties was completed as part of the district assessment plan and indicates that your child needs more instruction in the following skill area(s):

- |  |   |
|--|---|
| <input type="checkbox"/> letter names  | <input type="checkbox"/> high frequency words               |
| <input type="checkbox"/> letter sounds   | <input type="checkbox"/> blending sounds into words         |
| <input type="checkbox"/> manipulating sounds in words verbally<br>(removing syllables, removing sounds,<br>changing sounds, etc) | <input type="checkbox"/> fluency                            |
| <input type="checkbox"/> rapid naming (speed with naming<br>letter/objects)  | <input type="checkbox"/> using spelling patterns in writing |
|  | <input type="checkbox"/> Other: _____                       |

To help improve your child's foundational reading skills, targeted intervention will be provided \_\_\_\_\_ times a week. Each intervention session will last approximately \_\_\_\_\_ minutes. Interventions will be provided by teachers or district staff under teacher supervision. Strategies and interventions to be implemented will include the following:

- |  |  |
|--|--|
| <input type="checkbox"/> Small group reading instruction in the classroom                        |  |
| <input type="checkbox"/> Small group reading instruction with the grade level reading specialist |  |
| <input type="checkbox"/> Accelerate  | <input type="checkbox"/> After school tutoring |
| <input type="checkbox"/> One on one tutoring   | <input type="checkbox"/> Other: _____          |

Progress monitoring will be completed frequently to measure your child's response to the intervention and to guide decisions about further intervention.

*Note: This is a plan for intervention and not a special education or related service under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. Screening was completed in accordance with the Missouri requirement to identify children who may be at risk for dyslexia. If your child's response to intervention indicates a long-term problem which may require special education and related services, a referral will be made for evaluation. You may also request an evaluation to determine if your child has a disability and is eligible for special education and related services by notifying your child's teacher or me.*

\_\_\_\_\_  
Principal

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date