

Spokane R-7 District Dyslexia Plan

The purpose of this document is to outline the actions of the Spokane R-7 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 31st. 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.

BoY: Beginning of Year MoY: Middle of Year EoY: End of Year

Kinder garten	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	Dibels 8-PSF	MoY; EoY
	*Letter Naming Fluency	Dibels 8-LNF	MoY; EoY
	*Rapid Automatic Naming	Arkansas Rapid Naming Screener	MoY; EoY
	*Sound/Symbol Recognition	Dibels 8 NWF-CLS/WRC	MoY; EoY
	*Listening Comprehension	NWEA	BoY; MoY; EoY
	Phonics/Sounds Assessment	Letter/Sounds Assessment	BoY; MoY; EoY
	Word Recognition Fluency	Foundations Sight Word Inventory	MoY; EoY

First Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	Dibels 8-PSF, NWEA	BoY; MoY; EoY
	*Letter Naming Fluency	Dibels 8- LNF, Letters/Sounds Assessment	BoY; MoY; EoY
	*Rapid Automatic Naming	Arkansas Rapid Naming Screener	BoY; MoY; EoY
	*Phonics/Sound- Symbol Recognition	Dibels 8 NWR-CLS/WRC, NWEA, Letters/Sounds Assessment	BoY; MoY; EoY
	Reading Comprehension	DRA2	BoY; MoY; EoY
	Word Recognition Fluency	Dibels 8 WRF, NWEA, Sight Word Checks/Foundations Sight Word Inventory	BoY; MoY; EoY

	Listening Comprehension	NWEA	BoY; MoY; EoY
	Orthography (spelling)	Gentry Developmental Spelling Test (Monster Spelling)	BoY; MoY; EoY

Second Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/Phonemic Awareness	Dibels 8- PSF (Must pull from 1st PM)	BoY; MoY; EoY
	*Phonics	DIBELS 8 NWF CLS/WRC, NWEA	BoY; MoY; EoY
	*Orthography (spelling)	Gentry Developmental Spelling Test (Monster Spelling)	BoY; MoY; EoY
	*Oral Reading Fluency	Dibels 8 ORF, DRA2	BoY; MoY; EoY
	*Reading Comprehension	Dibels 8 MAZE, DRA2	BoY; MoY; EoY
	Listening Comprehension	NWEA	BoY; MoY; EoY
	Rapid Automatic Naming	Arkansas Rapid Naming Screener	BoY
	Word Recognition Fluency	Foundations Sight Word Inventory	BoY; MoY; EoY

Third Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonics	Dibels 8 NWF-CLS/WRC	BoY; MoY; EoY
	*Orthography (spelling)	Gentry Developmental Spelling Test (Monster Spelling)	BoY; MoY; EoY
	*Oral Reading Fluency	Dibels 8 ORF, DRA2	BoY; MoY; EoY
	*Reading Comprehension	Dibels 8 MAZE, DRA2, NWEA	BoY; MoY; EoY
	Listening Comprehension		

	Phonological/Phonemic Awareness	Dibels 8 NWF-CLS/WRC	BoY; MoY; EoY
	Rapid Automatic Naming	Arkansas Rapid Naming Screener	BoY

Fourth-Fifth Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	Phonics	Dibels 8 NWF- CLS/WRC (Must pull 3rd grade PM), NWEA, Sondag System	BoY; MoY; EoY
	Orthography (spelling)	Gentry Developmental Spelling Test (Monster Spelling)	BoY
	Oral Reading Fluency	Dibels 8 ORF, DRA2, NWEA	BoY; MoY; EoY
	Reading Comprehension	Dibels 8 MAZE, DRA2, NWEA	BoY; MoY; EoY
	Listening Comprehension		
	Phonological/Phonemic Awareness	DIBELS Nonsense Words Fluency	BoY; MoY; EoY
	Rapid Automatic Naming	Arkansas Rapid Naming Screener	BoY

Sixth-Eighth Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	Phonological/Phonemic Awareness	Sondag System	BoY; MoY; EoY
	Phonics	http://rti.dadeschools.net/pdfs/phonics_screening_inventory.pdf , Sondag System	BoY; MoY; EoY
	Orthography (spelling)	Gentry Developmental Spelling Test (Monster Spelling)	BoY; MoY; EoY
	Oral Reading Fluency	EasyCBM,, Sondag System, Dibels 8	BoY; MoY; EoY
	Reading Comprehension	EasyCBM, NWEA, Sondag System	BoY; MoY; EoY

	Listening Comprehension		
	Rapid Automatic Naming		

Nine-Twelve Grades	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	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	http://rti.dadeschools.net/pdfs/phonics_screening_inventory.pdf	BoY; MoY; EoY
	Orthography (spelling)	http://readingandwritingproject.com/public/resources/assessments/spelling/spelling_upper.pdf	BoY; MoY; EoY
	Oral Reading Fluency	Sonday System	BoY; MoY; EoY
	Reading Comprehension	Sonday System	BoY; MoY; EoY
	Listening Comprehension		
	Rapid Automatic Naming		

*Required areas to screen, DRA2: Developmental Reading Assessment

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 Spokane R-7 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	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Letter Naming	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Rapid Automatic Naming	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Alphabetic Knowledge/Sound Symbol	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning

First Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonological/ Phonemic Awareness	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning

	Letter Naming	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Rapid Automatic Naming	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Phonics/Sound-Symbol Recognition	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning

Second Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonological/Phonemic Awareness	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Phonics	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Orthography (Spelling)	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Oral Reading Fluency	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Reading Comp	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning

Third Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonics	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning

	Orthography(Spelling)	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Oral Reading Fluency	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Reading Comp.	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning

Fourth - Fifth Grades	Skill Component	Tier 1 Core Instruction	Intervention
	Phonics	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Orthography(Spelling)	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Oral Reading Fluency	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning
	Reading Comp.	Balanced Literacy lessons based on MLS	Orton-Gillingham, Big 5 instruction, Guided reading and Language for Learning

Sixth-Eighth Grades	Skill Component	Tier 1 Core Instruction	Intervention
	Phonics	Instruction based on MLS	Sonday System
	Orthography(Spelling)	Instruction based on MLS	Sonday System
	Oral Reading Fluency	Instruction based on MLS	Sonday System
	Reading Comp.	Instruction based on MLS	Sonday System

Nine- Twelve Grades	Skill Component	Tier 1 Core Instruction	Intervention
	Oral Reading Fluency	Instruction based on MLS	Sonday System
	Reading Comp.	Instruction based on MLS	Sonday System

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
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Professional Development for Dyslexia

The Spokane R-VII District will provide two hours of dyslexia in-service training to all practicing staff grades kindergarten-twelve during the school year. The training may include an introduction to dyslexia, dyslexia simulations, 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	August/ September PD days	Monday PD days throughout the school year

(Assessment)			
(Analysis of assessment)			
(Intervention)			

Communication to District Staff and Board of Education

Spokane R-7 District staff and Board of Education will be provided information in spring 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 school year.

Communication Action Steps	Audience	Format	Dates
Review of Dyslexia Plan	Board of Education	Electronic copy	May of each year
Discussion of the plan	Spokane R-7 Staff	Dialogue	BoY staff meeting

Parent Communication

Spokane R-7 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
A copy of the plan will be available at the building level and posted to the district website	Parents	Electronic copy	BoY
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

