

Crawford County R-2 Comprehensive Dyslexia Plan

Student Screening

Crawford County R-2 School District will use a 2-Tier screening process. Tier 1 will be universal screening of all K-3 students for the following purposes:

- ✓ Identify student who are at risk for dyslexia
- ✓ Form small groups for reading intervention
- ✓ Support students who continue to struggle in reading

****A positive result from dyslexia screening does not represent a medical diagnosis but only indicates that the student can benefit from additional support****

STAR Early Literacy (SEL) will be used as Cuba Elementary's Tier 1 Universal Screener. All students K-3rd will be assessed annually using SEL unless exempt by DESE criteria. Criteria for exemption includes any student with a current dyslexia diagnosis, any student with severe intellectual disability, and any student with significant sensory impairment.

All K-2nd grade students will be assessed during the first 30 days of each semester, and the last 30 days of the school year. 3rd Grade students will be assessed the first 30 days of each semester only. Every 4th – 12th student who is experiencing consistent difficulty in reading text and/or English classes will be assessed on an as needed basis per recommendation of the classroom teacher or as requested by the student's parent/guardian.

Students identified as "at-risk" using SEL will receive additional assessment to identify specific reading barriers. These Tier 2 screeners will include:

- Core Phonics Survey
- DRA
- PAST
- Rapid Auto Naming
- Reading A-Z

The most appropriate screener(s) identified by the Title Reading program instructors will be used to identify these specific barriers and skill deficits per student. Best practice will be to use the minimum amount of assessment to gain the maximum amount of diagnostic support. At-risk students will be assessed every 4-6 weeks for progress monitoring through the Title Reading program during Tier 2 interventions. Tier 3 interventions may require progress monitoring every 1-2 weeks.

**Only a student in grades 4-12 who is experiencing consistent difficulty reading as determined by the classroom teacher or as requested by the student's parent/guardian will receive dyslexia screening.*

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***The most recent universal screener data point will be collected in the June cycle of DESE core data for students grades K-3. Student information in Core Data to DESE will include:*

- SNR: Screened with No Risk
- SAR: Screened At-Risk
- EX: Exempt
- NS: Not Screened
- Tool used: STAR Early Literacy

Analysis of Data

Assessment results will be analyzed per grade level team including the regular education teacher, title reading teacher, and building administrator. Students scoring at or below the 30th percentile of the STAR Early Literacy will be considered “at-risk”. These students will receive Tier 2 screening and will have specific, identified instructional focus in the areas of phonological awareness, phonics, fluency, or comprehension as indicated on the screening assessment or progress monitoring assessment.

Tier 1 and Tier 2 screening results will be shared with classroom teachers, special education teachers, and administrators. Progress monitoring and records will be maintained by the Title Reading teacher assigned to that grade-level student. The data records will include the following:

- Student name, grade, & age
- Types of screeners used
- Dates of screenings & scores
- Identified skill deficit areas
- Interventions applied

Staff Professional Development

All staff K-12 will receive 2 hours of training annually. Training may include:

- Understanding of dyslexia
- Understanding struggling readers
- Reading strategies
 - Phonological awareness
 - Phoneme manipulation / deletion / addition
 - Phoneme rules
 - Sound/symbol recognition

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- Alphabet knowledge (letter naming fluency)
- Rapid automatic naming
- Orthography
- Word recognition fluency
- Reading comprehension
- Tier I, Tier II, and Tier III interventions

(This is not an all-inclusive list.)

Intervention, Supports, and Accommodations

All students will receive Tier 1 core instruction in literacy component areas per the CCR2 curriculum in alignment with the Missouri Learning Standards (MLS). Every student identified as 'at-risk' will receive a strategic intervention plan to address skill deficits.

The strategic intervention plan for "at-risk" students will include additional Tier 1 instructional supports in the classroom. Tier 2 intervention activities by the Title Reading instructor will also support learning growth as part of the intervention plan. Tier 3 interventions including special services placement, IEP or 504, may be applied as determined by the instructional team based on progress monitoring data of tier 2 interventions, special education testing, and/or clinical diagnosis from an approved and qualified dyslexia practitioner.

Per DESE guidance to LEA's, the following is a list of example accommodations that benefit students with dyslexia. It is important to match and scaffold the supports with the student's individual need.

General

- Establish repeated exposure & review
- Check often for understanding
- Balance individual, small group and large group activities
- Provide extended time for oral responses
- Provide extended time for written responses
- Make available teacher-provided study guides
- Offer teacher-provided lecture or movie notes
- Provide taped or recorded lecture
- Reduce copying by providing information on worksheets or handouts avoid copying notes or outlines from boards or overheads, allowing students to focus on processing information instead of laboring to write it and losing the intent and meaning.
- Avoid far and near-point copying
- Avoid use of worksheets that require "page flipping," e.g. map on one side of page, questions

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on other side. Provide students with two sheets of paper so that questions and source material can be in the same field of vision.

- Provide chapter/subject outline of curriculum for each semester/course syllabus
- Provide list of relevant curriculum-specific vocabulary in advance
- Present new information in small sequential steps
- Present curriculum using a “top-down” approach -- provide meaning first, then fill in facts
- Present curriculum through a variety of modalities
- Use manipulatives when possible in math & science
- Provide models or examples
- Use graphic organizers
- Use visual aids
- Provide two sets of textbooks -- one for home and one for school
- Use marker to highlight important textbook sections
- Use peer readers
- Provide interesting reading material at or slightly above the student’s comfortable reading level
- Maintain daily routines
- Encourage use of planners & calendars
- Provide accommodations for directions
- Use both oral and printed directions
- Chunk directions into small steps using as few words as possible
- Outline number and sequence steps in a task
- Have student repeat the directions for a task
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz)
- Stand near the student when giving directions or presenting a lesson to provide proximity
- Provide visual aids
- Consider page layout and font usage when creating classroom material; avoid script, irregular columns, break information into smaller chunks on page. Use 12 to 14-point font in evenly spaced sans serif fonts such as Ariel and Comic Sans; avoid underlining, italics, and text in bold caps. Provide ample space for written responses. Arrange work from easiest to hardest.

Environment

- Provide structured time for organization of materials (set up laptop at beginning of class; allow additional time to update planner)
- Offer preferential seating, e.g. close to positive role model, close to board, close to teacher
- Guide opportunities for student response in manner that supports memorization challenges
- Post charts, graphs, number line, etc. in class, including alphabet charts and number charts (assists with letter & number formation & working memory issues)
- Do not use round-robin reading or read out loud unless student volunteers
- Evaluate the classroom structure against the student’s needs (flexible structure, firm limits, etc.)

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- Keep the classroom quiet during intense learning times
- Provide noise buffers such as headphones, ear phones or ear plugs
- Reduce visual distractions in the classroom
- Keep workspaces clear of unrelated materials

Technology

- Consult with Technologist Specialist
- Provide technology tools- laptop, tablet, headphone, microphone, printer, scanner for teachers & students
- Provide training for use of technology for teachers & students
- Provide a computer for written work
- Allow student to type written work
- Provide access to digital text & materials (textbooks, workbooks, chapter books)
- Provide access to audiobooks through services like Learning Ally and Books hare memberships
- Permit the student to record class lectures/use a Livescribe Smartpen
- Provide access to word prediction software, text-to-speech software, extensions, typewriter to edit fillable forms; PDF worksheets (teacher scans worksheet & worksheet can then be edited by student using tools; document conversion)
- Provide access to word prediction software, text-to-speech & speech-to-text software or extensions for written assignments
- Have an integrated, consistent technology "package" in place when the student begins the school year
- Provide access to assisted listening device

Social / Emotional

- Gauge frustration levels
- Provide a variety of activities in which the student can demonstrate mastery and success
- Allow for frequent breaks and vary activity (when frustrated)
- Provide frequent positive feedback and reinforcement
- Praise effort and process, not just final output
- Allow access to school counselor if needed
- Be sensitive about pull-out services; Does the child always miss gym? Is gym a class that helps the child "get through the day?"

Assignments

- Give directions in a variety of ways
- Give oral prompts or cues
- Avoid penalizing for penmanship or spelling errors
- Allow student to record or type assignments
- Offer use of scribe
- Provide extended time for completion
- Reduce pen-to-paper assignments

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- Give option to give oral presentations instead of written reports
- Shorten assignments or break large assignments into chunks
- Give advance notice of assignments
- Provide clear expectations for assignments; provide rubrics
- Model or give examples of expected finished output
- Provide opportunities for interest-based projects
- Avoid word searches, crossword puzzles, letter jumbles or “fill in the letter” riddle math sheets

Tests / Exams

- Consider performance-based measures
- Use alternative test formats
 - o fewer selections for multiple choice
 - o Chunk matching questions into smaller sections
 - o Give word bank for fill in the blank, and short answer
 - o Provide word bank for “labeling tests,” such as states & capitals, parts of a microscope, etc.
 - o Avoid essay questions
- Allow extended time for completion
- Read test to student
- Provide alternative seating for testing (so test can be read to student away from peers)
- Allow tests to be taken in a room with few distractions (e.g., the library)
- Conduct testing over multiple days
- Avoid penalizing for spelling, punctuation or grammar
- Allow oral responses or scribe
- Allow the student to complete an independent project as an alternative test
- Give advance notice of test and exams, allowing additional time for studying

Math Assignments & Tests / Exams

- Read and explain word problems, or break problems into smaller steps.
- Allow use of times tables chart or math charts / calculator on assignments & exams
- Allow use of graph paper for working math problems or allow students to turn lined paper vertically creating columns for numbers

NOTE: Not all students at risk for dyslexia will require all the possible supports.

Parent Communication

- 1) All K-3 parents will receive an information letter in advance of the initial screening from the building principal.
- 2) All parents will receive results notification.

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- a. Every parent of any student who is deemed “at-risk” per the universal screener assessment and who does not have a current IEP will receive a follow-up letter from the building principal notifying of the concern and of impending additional assessment to identify specific barriers.
 - b. K-3 STAR EL student results will be shared with parents at parent-teacher conferences in the fall and spring.
- 3) Following Tier 2 screening and planning, a 3rd notice from the building principal, or designee, will include an intervention plan including a detailed list of the related risk factors and skill area deficiencies. The strategic intervention plan for improvement will outline strategies, frequency, location, and times for reading interventions.