Crystal City #47 School District

Dyslexia Plan

The purpose of this document is to outline the actions of the Crystal City #47 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 who do and do not meet norms.

- Kindergarten will be screened by January 31, 2020. Kindergarten will also be screened by the end of the year. Progress monitoring shall occur for students who do and do not meet norms.

- Screening will include K-3 students transferring from a school within state 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 Crystal City #47 School District faculty and staff. Training for individuals will be outlined in the professional development section of this document.

Kindergarten	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)		
	*Letter Naming Fluency		
	*Rapid Automatic Naming		
	*Sound/Symbol Recognition		

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

Second Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/Phonemic Awareness		
	*Phonics		
	*Orthography (spelling)		
	*Oral Reading Fluency		
	*Reading Comprehension		
	Listening Comprehension		
	Rapid Automatic Naming		

Third Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonics		
	*Orthography (spelling)		
	*Oral Reading Fluency		
	*Reading Comprehension		
	Listening Comprehension		
	Phonological/Phonemic Awareness		
	Rapid Automatic Naming		

Fourth-Fifth Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	Phonics		
	Orthography (spelling)		
	Oral Reading Fluency		
	Reading Comprehension		
	Listening Comprehension		
	Phonological/Phonemic Awareness		
	Rapid Automatic Naming		

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

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, Crystal City #47 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

Kindergarten	Skill Component	Tier 1 Core Instruction	Intervention

First Grade	Skill Component	Tier 1 Core Instruction	Intervention

Second Grade	Skill Component	Tier 1 Core Instruction	Intervention

Third Grade	Skill Component	Tier 1 Core Instruction	Intervention

Fourth - Fifth Grades	Skill Component	Tier 1 Core Instruction	Intervention

Sixth-Eighth Grades	Skill Component	Tier 1 Core Instruction	Intervention

Nine- Twelve Grades	Skill Component	Tier 1 Core Instruction	Intervention

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 Crystal City #47 School 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 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		
(Assessment)			
(Analysis of assessment)			
(Intervention)			