

Tarkio R-1 School District Dyslexia Plan

The purpose of this document is to outline the actions of the Tarkio R-1 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 31st of the current school year. 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 the Title One Reading Teacher. Training for individuals will be outlined in the professional development section of this document.

Kindergarten Skill	Assessment Name	Dates for Assessment
*Phonological/ Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	DIBELS-Initial Sound Fluency	By December 15 By May 10
*Letter Naming Fluency	DIBELS-Letter Naming Fluency	By December 15 By May 10
*Rapid Automatic Naming	Arkansas Rapid Naming Screener	By December 15 By May 10
*Sound/Symbol Recognition	DIBELS-Nonsense Word Fluency	By December 15 By May 10

First Grade Skill	Assessment Name	Dates for Assessment
*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	DIBELS-Phoneme Segmentation Fluency	Within first 30 days of school By December 15 By May 10
*Letter Naming Fluency	DIBELS-Letter Naming Fluency	Within first 30 days of school By December 15 By May 10
*Rapid Automatic Naming	Arkansas Rapid Naming Screener	Within first 30 days of school By December 15 By May 10
*Phonics/ Sound-Symbol Recognition	DIBELS-Nonsense Word Fluency	Within first 30 days of school By December 15 By May 10
Reading Comprehension	Retell and comprehension questions from DIBELS ORF	Within first 30 days of school By December 15 By May 10

	passage	
Word Recognition Fluency	Dolch Grade 1 word list	Within first 30 days of school By December 15 By May 10
Listening Comprehension	Grade level passage read orally - comprehension questions	Within first 30 days of school By December 15 By May 10
Orthography (spelling)	List of grade level spelling words	Within first 30 days of school By December 15 By May 10

Second Grade Skill	Assessment Name	Dates for Assessment
*Phonological/ Phonemic Awareness	DIBELS-Phoneme Segmentation Fluency	Within first 30 days of school By December 15 By May 10
*Phonics	DIBELS-Nonsense Word Fluency	Within first 30 days of school By December 15 By May 10
*Orthography	List of grade level spelling words	Within first 30 days of school By December 15 By May 10
*Oral Reading Fluency	DIBELS-Oral Reading Fluency	Within first 30 days of school By December 15 By May 10
*Reading Comprehension	DIBELS-Daze	Within first 30 days of school By December 15 By May 10
Listening Comprehension	Grade level passage read orally - comprehension questions	Within first 30 days of school By December 15 By May 10
Rapid Automatic Naming	Arkansas Rapid Naming Screener	Within first 30 days of school By December 15

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Third Grade Skill	Assessment Name	Dates of Assessment
*Phonics	DIBELS-Nonsense Word Fluency	Within first 30 days of school By December 15 By May 10
*Orthography	List of grade level spelling words	Within first 30 days of school By December 15 By May 10
*Oral Reading Fluency	DIBELS-Oral Reading Fluency	Within first 30 days of school By December 15 By May 10
*Reading Comprehension	DIBELS-Daze	Within first 30 days of school By December 15 By May 10
Listening Comprehension	Grade level passage read orally - comprehension questions	Within first 30 days of school By December 15 By May 10
Phonological/ Phonemic Awareness	PAST	Within first 30 days of school By December 15 By May 10
Rapid Automatic Naming	Arkansas Rapid Naming Screener	Within first 30 days of school By December 15 By May 10

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, Tarkio R-1 School District will provide support consistent with the findings of the assessments listed above.

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:
 - Reading Specialist
 - Title
 - Interventionist
 - Rtl
 - Paraprofessional
 - SLP
 - Other, Specify

Professional Development for Dyslexia

The Tarkio R-1 School District will provide two hours of dyslexia inservice training to all practicing staff grades kindergarten-twelve during the current 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.

Communication to District Staff and Board of Education

Tarkio R-1 School District parents, staff and board of education will be provided information annually regarding the district dyslexia plan. The following information will be provided; screening, analysis, intervention, professional development, and communication to stakeholders.

The school district parents, staff and board of education will continue to update and provide information to school district staff and the board of education on a routine basis.