

## **Tarkio R-1 School District Dyslexia Plan 2021-2022**

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 classroom teachers and the Title One Reading Teacher. Training for individuals will be outlined in the professional development section of this document.

<b>Kindergarten Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment</b>
Initial screening for all Kindergarten skills	NWEA MAP Growth Really Great Reading	By December 20 By May 15
Phonological/ Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	Really Great Reading Assessments - Foundational Skills Survey (FSS)	All Students
Letter Naming Fluency	Really Great Reading Assessments - Foundational Skills Survey (FSS)	All Students
Sound/Symbol Recognition	Really Great Reading Assessments - Foundational Skills Survey (FSS)	All Students
Phoneme Segmentation Fluency	Really Great Reading Assessments - Foundational Skills Survey (FSS)	All Students
Word Recognition Fluency	Really Great Reading Assessments - Foundational Skills Survey (FSS)	All Students
Rapid Automatic Naming	Arkansas Rapid Naming Screener	As Needed on Identified Students

<b>First Grade Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment</b>
Initial screening for all First Grade skills	NWEA MAP Growth Really Great Reading STAR	Within first 30 days of school By December 20 By May 15
Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	Really Great Reading Assessments - Foundational Skills Survey (FSS)	All Students
Word Recognition Fluency	Really Great Reading Assessments - Foundational Skills Survey (FSS)	All Students
Phonics/ Sound-Symbol Recognition	Really Great Reading Assessments - Foundational Skills Survey (FSS) RGR Letter Sounds Form A	All Students <ul style="list-style-type: none"> <li>● Fall Only for All</li> <li>● As Needed on Identified Students MOY and EOY</li> </ul>
Letter Naming Fluency	Really Great Reading Assessments Letter Knowledge Survey - Letter Names Lower Case form A Upper case form A	All Students <ul style="list-style-type: none"> <li>● Fall Only for All</li> <li>● As Needed on Identified Students MOY and EOY</li> </ul>
Rapid Automatic Naming	Arkansas Rapid Naming Screener	As Needed on Identified Students
Reading Comprehension	STAR and/or NWEA	All Students

<b>Second Grade Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment</b>
Initial screening for all Second Grade skills	NWEA MAP Growth Really Great Reading STAR	Within first 30 days of school By December 20 By May 15
Phonological/ Phonemic Awareness	Really Great Reading Assessments - Beginning Decoding Survey	All Students
Phonics	Really Great Reading Assessments - Beginning Decoding Survey and/or Advanced Decoding Survey	All Students
Oral Reading Fluency	Really Great Reading Assessments - ORF	All Students
Reading Comprehension	STAR and/or NWEA	All Students
Rapid Automatic Naming	Arkansas Rapid Naming Screener	As Needed on Identified Students

<b>Third Grade Skill</b>	<b>Assessment Name</b>	<b>Dates of Assessment</b>
Initial screening for all Third Grade skills	NWEA MAP Growth Really Great Reading STAR	Within first 30 days of school By December 20 By May 15
Phonological/ Phonemic Awareness	Really Great Reading Assessments - Advanced Decoding Survey (Beginning Decoding Survey MAY be given to ONLY Students Identified as Needing Further Testing)	All Students
Phonics	NWEA MAP Growth Really Great Reading STAR	As Needed on Identified Students
Oral Reading Fluency	Really Great Reading Assessments - ORF	All Students
Reading Comprehension	STAR and/or NWEA	All Students
Rapid Automatic Naming	Arkansas Rapid Naming Screener	As Needed on Identified Students

### **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.