Hickman Mills C-1 School District Dyslexia Plan
2021-2022

The purpose of this document is to outline the actions of the HIckman Mills C-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 screener organizer.

Screening

The following assessment tools will be utilized as evidence of student performance related to skills listed below. The 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 needs 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 31, 2022 and again at 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 students' parent/guardian**.

- Exemptions to screeners 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, supplemental teachers, and/or other personnel designated in each building. Training for individuals will be outlined in the professional development section of this document.

Hickman Mills C-1 School District Dyslexia Screening Assessments Matrix

	Kdg	1st	2nd	3rd
Tier 1 Screener	**i-Ready Diagnostic** *Administered by Teacher* Below scaled score 320-Winter Below scaled score 344-Spring ~move to Tier 2	**i-Ready Diagnostic** *Administered by Teacher* Below scaled score 347-Fall Below scaled score 374-Winter Below scaled score 401-Spring ~move to Tier 2	**i-Ready Diagnostic** *Administered by Teacher* Below scaled score 419-Fall Below scaled score 441-Winter Below scaled score 463-Spring ~move to Tier 2	**i-Ready Diagnostic** *Administered by Teacher* Below scaled score 485-Fall Below scaled score 498-Winter Below scaled score 511-Spring ~move to Tier 2
Tier 2 Screener	**i-Ready Diagnostic** (Domain Differential Calculation and Analysis) *i-Ready calculates* At-risk in both Phonological Awareness and Phonics domains ~move to Tier 3	**i-Ready Diagnostic** (Domain Differential Calculation and Analysis) *i-Ready calculates* At-risk in both Phonological Awareness and Phonics domains ~move to Tier 3	**i-Ready Diagnostic** (Domain Differential Calculation and Analysis) *i-Ready calculates* At-risk in both Phonological Awareness and Phonics domains ~move to Tier 3 .	**i-Ready Diagnostic** (Domain Differential Calculation and Analysis) *i-Ready calculates* At-risk in both Phonological Awareness and Phonics domains ~move to Tier 3
Tier 3 Screener	**Phonological Awareness Skills Test** *Administered by Teacher* • *Spoken word concepts* • *Rhyme recognition/ production* • *Syllable blending/ segmentation* • *Initial sound isolation* • *Phoneme blending/ segmentation* **Letter Naming Fluency Test** *Administered by Teacher*	**Phonological Awareness Skills Test** *Administered by Teacher* • *Rhyme recognition/ production* • *Syllable blending/ segmentation* • *Phoneme isolation* • *Phoneme blending/ segmentation* **Phonics- Sound Symbol Assessment** *Administered by Teacher*	**Phonological Awareness Skills Test** *Administered by Teacher* • *Rhyme production* • *Syllable segmentation* • *Phoneme isolation* • *Phoneme blending/ segmentation* • *Phoneme deletion* **Phonics- Decoding Assessment** *Administered by Teacher*	**Phonological Awareness Skills Test** *Administered by Teacher* • *Rhyme production* • *Syllable segmentation* • *Phoneme isolation* • *Phoneme blending/ segmentation* • *Phoneme deletion/ substitution* **Phonics- Decoding Assessment** *Administered by Teacher*

	Grades 4-8 (*as requested by parent/guardian or classroom teacher*)	Grades 9-12 (*as requested by parent/guardian or classroom teacher*)
Tier 1 Screener	**i-Ready Diagnostic** *Administered by Teacher* Below 10th percentile and requested by parent/teacher ~move to Tier 2	**i-Ready Diagnostic** (upon request) *District Coach* Below 10th percentile and requested by parent/teacher ~move to Tier 2
Tier 2 Screener	**i-Ready Diagnostic** (Phonological Awareness & Phonics Domain Analysis) *Administered by Teacher* At-risk in either Phonological Awareness and Phonics domains ~move to Tier 3	**i-Ready Diagnostic** (Phonological Awareness & Phonics Domain Analysis) *Administered by Teacher* At-risk in either Phonological Awareness or Phonics domains ~move to Tier 3
Tier 3 Screener	**Phonological Awareness Skills Test** *Administered by Teacher* ● *Rhyme production* ● *Syllable segmentation* ● *Phoneme isolation* ● *Phoneme blending/ segmentation* ● *Phoneme deletion/ substitution* **Phonics** **Decoding Assessment* *Administered by Teacher*	**Phonological Awareness Skills Test** *Administered by Teacher* ● *Rhyme production* ● *Syllable segmentation* ● *Phoneme isolation* ● *Phoneme blending/ segmentation* ● *Phoneme deletion/ substitution* **Phonics** **Decoding Assessment* *Administered by Teacher*

Analysis of Data

Assessment results will be analyzed in grade level or content area data teams through a systematic process consistent throughout the district. The systems and process 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.

Suggested Supports, Accommodations, and Explicit Instruction

Students will receive explicit instruction in literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, Hickman Mills C-1 School District will provide support consistent with the findings of the assessment listed above.

Supports and Accommodations List: *See Appendix A*

Suggested Explicit Instruction for Classroom Interventions

	Skill Component	Explicit Instruction
Kindergarten	Phonological and Phonemic Awareness	Direct instruction using tasks that involve identifying and manipulating sounds.

	Letter Naming Fluency	Explicit instruction using multi-sensory approaches linking letters to their names; use tasks involving visual discrimination, recognizing and forming letters

First Grade	Skill Component	Explicit Instruction
	Phonological and Phonemic Awareness	Direct instruction using tasks that involve identifying and manipulating sounds
	Phonics/Sound Symbol	Explicit instruction using multisensory approaches linking letter symbols to their sounds; use systematic instruction on letter-sound relationships; phonics blending and application within text; explicit instruction addressing directionality, sequencing, and alphabetization.

Second Grade	Skill Component	Explicit Instruction
	Phonological and Phonemic Awareness	Direct instruction using tasks that involve identifying and manipulating sounds
	Phonics/Word Recognition	Explicit and systematic instruction on letter-sound relationships, phonics blending, and application within text.

Third Grade	Skill Component	Explicit Instruction
	Phonological and Phonemic Awareness	Direction instruction using tasks that involve identifying and manipulating sounds
	Phonics/Word Recognition	Explicit and systematic instruction on letter-sound relationships, phonics blending and integrating the decoding within text.

Fourth - Twelfth Grades	Skill Component	Explicit Instruction
	Phonological and Phonemic Awareness	Direction instruction using tasks that involve identifying and manipulating sounds
	Word Recognition	Explicit and systematic instruction on letter-sound relationships, phonics blending and integrating the decoding within text.

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
- **Number of students screened in Grades 4-12**

Professional Development for Dyslexia

The Hickman Mills C-1 School District will provide two hours of dyslexia inservice training to all practicing staff grades kindergarten-twelfth during the 2021-2022 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 support.

Training Needed	Staff to Attend	Date of Initial Training	Dates of Follow Up Training
2 Hour Training Required (Topics)	K-12 All practicing staff	September 2021	As needed
Assessment: Tier 2/3 Screeners	K-3 Classroom Teachers, Supplemental Teachers, Secondary Reading Teachers	September 2021	As needed
Analysis of assessment/screeners	K-3 Classroom Teachers, Supplemental Teachers, Secondary Reading Teachers	September & October 2021	Ongoing
(Intervention)	K-3 Classroom Teachers, Supplemental Teachers, Secondary Reading Teachers	October 2021	Ongoing

Parent Communication

The Hickman Mills School District will provide information to parents regarding aspects of this plan. The following actions will be taken by the district. *(See DESE Guidance Document, Appendix D)*

Communication Action Steps	Audience	Format	Dates
Sharing of plan	All stakeholders	Link on website	September 2021
Share results of screening	Parents	Emails, phone calls	Ongoing

Appendix A: Supports and Accommodations List

In the 2021-2022 school year and subsequent years, the school board of each district and the governing board of each charter school shall provide reasonable classroom support consistent with the findings and recommendations of the task force created under section 633.420. "Support" is low-cost and effective best practices, such as oral examinations and extended test-taking periods.

The following is a list of example accommodations that benefit students with dyslexia. Note that not all students at risk for dyslexia will require all the possible supports. It is important to match and scaffold the supports with the student's individual needs.

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 on the 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 to14-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 a 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.)
• Keep the classroom quiet during intense learning times
• Provide noise buffers such as headphones, earphones 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)
• Permit access or use of audiobooks
• Permit the student to record class lectures and devices such as; 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
• 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