

Linn County R-1 Public School District Literacy Plan 2018-2019

The purpose of this document is to outline the actions of the Linn County R-1 Public 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.

Note: This planning framework was developed to assist LEA's. Its use or submission is not required by DESE.

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 31, 2019. 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 Linn County R-1 Educators. Training for individuals will be outlined in the professional development section of this document.

Kinder garten	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	Renaissance STAR Early Literacy i-Ready	IS: F, W PS: W, S As needed for Progress Monitoring
	*Letter Naming Fluency	Dibels	F, W, S As needed for Progress Monitoring
	*Rapid Automatic Naming	Arkansas Rapid Naming	As needed determined by screening assessment
	*Sound/Symbol Recognition	Renaissance STAR Early Literacy i-Ready	F, W, S As needed for Progress Monitoring

First Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	Renaissance STAR i-Ready	IS:F, S PS: F, W, S As needed for Progress Monitoring
	*Letter Naming Fluency	Dibels	As needed determined by screening assessment
	*Rapid Automatic Naming	Arkansas Rapid Naming	As needed determined by screening assessment
	*Phonics/Sound- Symbol Recognition	Renaissance STAR Early Literacy Dibels	F, S F, S
	Reading Comprehension	Renaissance STAR Early Literacy Basic Reading Inventory	F, S
	Word Recognition Fluency	Renaissance STAR Early Literacy	F,S
	Listening Comprehension	i-Ready	F, W, S
	Orthography (spelling)	Words Their Way	F,S

Second Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/Phonemic Awareness	Renaissance STAR Early Literacy i-Ready	F, S F, W, S
	*Phonics	Renaissance STAR Early Literacy i-Ready	F, S F, W, S
	*Orthography (spelling)	Words Their Way	F, S
	*Oral Reading Fluency	Dibels Aimsweb	F, S F, S
	*Reading Comprehension	Renaissance STAR Early Literacy i-Ready	F, S F, W, S
	Listening Comprehension	i-Ready	F, W, S
	Rapid Automatic Naming	Arkansas Rapid Naming	As needed determined by screening assessment

Third Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonics	Renaissance STAR Early Literacy i-Ready	F, S F, W, S
	*Orthography (spelling)	Words Their Way	F, S
	*Oral Reading Fluency	Dibels Aimsweb	F, S F, S
	*Reading Comprehension	Renaissance STAR Early Literacy i-Ready	F, S F, W, S
	Listening Comprehension	i-Ready	F, W, S
	Phonological/Phonemic Awareness	Renaissance STAR Early Literacy	F, S
	Rapid Automatic Naming	Arkansas Rapid Naming	As needed determined by screening assessment

Fourth-Fifth Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	Phonics	Basic Reading Inventory Really Great Decoding, i-Ready	F F, W, S
	Orthography (spelling)	Words Their Way	F, S
	Oral Reading Fluency	Dibles Aimsweb	F, S F, S
	Reading Comprehension	Basic Reading Inventory STAR Reading, i-Ready	F F, W, S
	Listening Comprehension	i-Ready	F, W, S
	Phonological/Phonemic Awareness	i-Ready	F, W, S
	Rapid Automatic Naming	Arkansas Rapid Naming	As needed determined by screening assessment

Sixth-Eighth Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	Phonological/Phonemic Awareness	Basic Reading Inventory Really Great Decoding, i-Ready	F F, W, S
	Phonics	Basic Reading Inventory Really Great Decoding, i-Ready	F F, W, S
	Orthography (spelling)	Words Their Way	F, S
	Oral Reading Fluency	Dibels Aimsweb	F, S F, S
	Reading Comprehension	Basic Reading Inventory STAR Reading, i-Ready	F F, W, S
	Listening Comprehension	i-Ready	F, W, S
	Rapid Automatic Naming	Arkansas Rapid Naming	As needed determined by screening assessment

Nine-Twelve Grades	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	Phonological/Phonemic Awareness		
	Phonics		
	Orthography (spelling)	STAR Reading	F, S
	Oral Reading Fluency	Aimswab R-CBM Oral Reading fluency Progress Monitoring until above 25%ile	For students performing below STAR 25%ile
	Reading Comprehension	STAR Reading 9-10 11-12	F,W,S F,W,S if previous assessment scores below 25 th percentile
	Listening Comprehension		
	Rapid Automatic Naming		As needed determined by screening assessment

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, Linn County R-1 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
	Phonological/Phonemic Awareness	Reading Core	Foundations
	Phonics-Utilizing letter naming and	Reading Core	Foundations

	sound/symbol assessment information		

First Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonological/Phonemic Awareness	Reading Core	Fundations Reading Recovery Heggerty
	Phonics-Utilizing letter naming, Word recognition, sound/symbol and orthography Assessment information	Reading Core	Fundations Reading Recovery Heggerty
	Fluency	Reading Core	Fundations
	Comprehension- Including Reading and Listening Comprehension	Reading Core	Fundations

Second Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonological/Phonemic Awareness	Reading Core	Fundations Heggerty
	Phonics-Including Orthography Assessment Informaton	Reading Core	Fundations Heggerty
	Fluency	Reading Core	Fundations
	Comprehension- Including Reading and Listening Comprehension	Reading Core	Fundations Read Works

Third Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonological/Phonemic Awareness	Reading Core	Fundations Heggerty
	Phonics-including Orthography Assessment Information	Reading Core	Fundations Heggerty
	Fluency	Reading Core	Fundations
	Comprehension- Including Reading and Listening Comprehension	Reading Core	Fundations Read Works

Fourth - Fifth Grades	Skill Component	Tier 1 Core Instruction	Intervention
	Phonological/Phonemic Awareness	Reading Core	Foundations Heggerty
	Phonics-Including Orthography Assessment Information	Reading Core	Foundations Heggerty
	Fluency	Reading Core	Foundations
	Comprehension-Including Reading and Listening Comprehension	Reading Core	Foundations Read Works New Sela

Sixth-Eighth Grades	Skill Component	Tier 1 Core Instruction	Intervention
	Phonological/Phonemic Awareness	Not in MLS standards	Wilson
	Phonics-Including Orthography Assessment Information	Not in MLS standards	Wilson
	Fluency	Not in MLS standards	Wilson
	Comprehension-Including Reading and Listening Comprehension		Wilson New Sela

Nine- Twelve Grades	Skill Component	Tier 1 Core Instruction	Intervention
	Phonological/Phonemic Awareness	Not in MLS standards	Wilson
	Phonics-Including Orthography Assessment Information	Not in MLS standards	Wilson
	Fluency	Not in MLS standards	Wilson

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 Grades 4-12**

Professional Development for Dyslexia

The Linn County R-1 Public School District will provide two hours of dyslexia inservice training to all practicing staff grades kindergarten-twelve during the 2018-2019 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	August 21, 2018	
(Assessment)	i-Ready STAR Aimsweb	2014-2015 2010-2011 2006-2007	2018-2019
(Analysis of assessment)	i-Ready analysis	2014-2015	On-going
(Intervention)	Foundations Wilson Heggerty Reading Recovery	2006-2007 2006-2007 2015-2016	On-going

Communication to District Staff and Board of Education

Linn County R-1 School District staff and board of education will be provided information in spring 2018 regarding the district dyslexia plan. The following information will be provided to staff pertaining to screening, analysis, intervention, professional development, and communication to stakeholders.

The school district will continue to update and provide information to school district staff and the board of education on a routine basis during the 2018-2019 school year.

Communication Action Steps	Audience	Format	Dates
District Website	Parents, Teachers, Community	Policy listed on website	August 2018
Board of Education	Board	Handouts	May, 14, 2018
2 Hour Training for Teachers	Faculty and Staff	NERPDC	August 21, 2018

Parent Communication

Linn County R-1 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
Website	Parents, Teachers, Community	Policy listed on website	August 2018
Parent Letters	Parents	Policy with informational letter	August 2018