

Lonedell R-14 School District Dyslexia Plan 2022-2023

The purpose of this document is to outline the actions of the Lonedell R-14 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:

- All students 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:

- All students will be screened by January 31, 2023.
- Kindergarten students will be screened at the end of the year.
- Progress monitoring shall occur for students not meeting norms.

Other Screenings:

- 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 they are experiencing consistent difficulty in:
 - phonological awareness
 - phonics,
 - fluency
 - comprehensionas noted by assessment scores, classroom teacher determination, or requested by the student's parent/guardian.

Exemptions

Exemptions to screening exist. Included in this list are:

- students with a current diagnosis of dyslexia,
- students with intellectual disabilities
- students with 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.

Classroom teachers and title staff will administer screenings as appropriate. Training for individuals is outlined in the professional development section of this document.

Kindergarten			
Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]	SCORED
*Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	AimswabPlus- Phoneme Segmentation (PS)	August 2022 December 2022 May 2023	On iPad Individually
*Letter Naming Fluency	AimswabPlus- Letter Naming Fluency (LNF)	August 2022 December 2022 May 2023	On iPad Individually
*Rapid Automatic Naming	Aimswab Plus RAN	August 2022 December 2022 May 2023	On iPad Individually
*Sound/Symbol Recognition	AimswabPlus- Letter Word Sounds Fluency (LWSF)	August 2022 December 2022 May 2023	On iPad Individually
	AimswabPlus- Initial Sounds (IS)	August 2022 December 2022	
	AimswabPlus Nonsense Word Fluency (NWF)	December 2022 May 2023	
	AimswabPlus Word Reading Fluency (WRF)	May 2023	
Optional Assessments	AimswabPlus – Print Concepts (PC)	August 2022	On iPad Individually
	AimswabPlus – Auditory Vocabulary (AV)	August 2022 December 2022 May 2023	

First Grade			
Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]	SCORED
*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	AimswebPlus - Phoneme Segmentation Fluency (PS)	Aug 2022 Dec 2022 May 2023	Fall – on iPad Winter/Spring - On Paper Individually Record Excel Sheet
*Letter Naming Fluency	AimswebPlus - Letter Naming Fluency (LNF) (Use K Spring)	Aug 2022 *Only Assess in Fall unless student is not at benchmark	On Paper Individually Record Excel Sheet
*Rapid Automatic Naming	Aimsweb Plus RAN	August 2022 Dec 2022 May 2023	On iPad Individually
*Phonics/Sound- Symbol Recognition	AimswebPlus- Nonsense Word Fluency (NWF) AimswebPlus- Letter Word Sound Fluency (LWSF)	Aug 2022 Dec 2022 May 2023 August 2022	On iPad Individually
*Reading Comprehension	AimswebPlus - Oral Reading Fluency (ORF)	Aug 2022 Dec 2022 May 2023	On iPad Individually
Word Recognition Fluency	AimswebPlus - Word Reading Fluency (WRF)	August 2022 December 2022 May 2023	On iPad Individually
Listening Comprehension	AimswebPlus- Auditory Vocabulary (AV)	August 2022	On iPad Individually

Second Grade			
Skill	Assessment Name	Dates for Assessment [BOY; MOY; E)Y]	SCORED
*Phonological/Phonemic Awareness *Phonics	Dibels 8 th Ed. Nonsense Word Fluency (NWF)	Aug 2022 Dec 2022 May 2023	Individually Paper Enter in Excel Sheet
*Orthography (spelling)	Writing Samples	Throughout the year	
*Oral Reading Fluency	AimswbPlus - Oral Reading Fluency (ORF)	Aug 2022 Dec 2022 May 2023	Individually Scored on iPad
*Reading Comprehension	Aimswb- Maze	Aug 2022 Dec 2022 May 2023	Whole Class on Paper Record in Aimswb
	AimswbPlus- Reading Comprehension (RC)	Aug 2022 Dec 2022 May 2023	Whole Class on TestNav App
	AimswbPlus – Vocabulary (VO)	Aug 2022 Dec 2022 May 2023	Whole Class on TestNav App

Third Grade			
Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]	SCORED
*Phonics	Dibels 8 th Ed. Nonsense Word Fluency (NWF)	Aug 2022 Dec 2022 May 2023	Individually Paper Enter on Excel Sheet
*Orthography (spelling)	Writing Samples	Throughout the year	
*Oral Reading Fluency	AimswbPlus- Oral Reading Fluency (ORF)	Aug 2022 Dec 2022 May 2023	Individually On Test Nav
*Reading Comprehension	AIMSweb Maze	Aug 2022 Dec 2022 May 2023	Whole Class on Paper Record in Aimswweb
	AimswbPlus- Reading Comprehension (RC)	Aug 2022 Dec 2022 May 2023	Whole Class on TestNav App
	AimswbPlus – Vocabulary (VO)	Aug 2022 Dec 2022 May 2023	Whole Class on TestNav App

Fourth/Fifth Grade		
Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
Phonics	Dibels Nonsense Word Fluency	Give as Needed
Orthography (spelling)	Writing Samples LETRS Spelling Screener	
Oral Reading Fluency	AimswebPlus - Oral Reading Fluency (ORF)	
Reading Comprehension	AimswebPlus - Reading Comprehension (RC) AimswebPlus – Vocabulary (VO) AimswebPlus – Silent Reading Fluency (SRF)	
Listening Comprehension		
Phonological/Phonemic Awareness*	PAST	
Rapid Automatic Naming		

Sixth-Eight Grade		
Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
Phonological/Phonemic Awareness	PAST	Give as Needed
Phonics	Dibels Nonsense Word Fluency	
Orthography (spelling)	LETRS Spelling Screener Writing Samples	
Oral Reading Fluency	AimswebPlus - Oral Reading Fluency (ORF)	
Reading Comprehension	AimswebPlus - Reading Comprehension (RC) AimswebPlus – Vocabulary (VO) AimswebPlus – Silent Reading Fluency (SRF)	
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, Lonedell 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	Screener Score Cutoff	Classroom Diagnostic	Intervention																																				
Phonological /Phonemic Awareness (word, syllables, rhyming, onset-rime, blending and syllable and word segmentation)	AimswebPlus - Phoneme Segmentation (PS) <table border="1" data-bbox="423 344 794 457"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Winter</td> <td>13-28</td> <td>0-12</td> </tr> <tr> <td>Spring</td> <td>23-36</td> <td>0-22</td> </tr> </tbody> </table>		Yellow	Red	Winter	13-28	0-12	Spring	23-36	0-22	PAST DRA 2 (Word Analysis)	Task involving phonological manipulation up through advanced levels (see Guidance document) Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations																											
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Spring	23-36	0-22																																					
Letter Naming Fluency	AimswebPlus- Letter Naming Fluency (LNF) <table border="1" data-bbox="423 716 782 896"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>9-18</td> <td>0-8</td> </tr> <tr> <td>Winter</td> <td>25-35</td> <td>0-24</td> </tr> <tr> <td>Spring</td> <td>32-42</td> <td>0-31</td> </tr> </tbody> </table>		Yellow	Red	Fall	9-18	0-8	Winter	25-35	0-24	Spring	32-42	0-31		Explicit instruction using multi-sensory approaches linking letter to their names Peer Assisted Learning Strategies (PALS) Fuchs, Vanderbilt University																								
	Yellow	Red																																					
Fall	9-18	0-8																																					
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Rapid Automatic Naming	AimswebPlus Ran		<i>Although this component is not addressed in itself, supplemental practice for fluent working memory could be provided</i>																																				
Sound/Symbol Recognition	AimswebPlus – Letter Word Sounds Fluency (LWSF) <table border="1" data-bbox="423 1192 782 1339"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>0-1</td> <td></td> </tr> <tr> <td>Winter</td> <td>15-23</td> <td>0-14</td> </tr> <tr> <td>Spring</td> <td>27-35</td> <td>0-26</td> </tr> </tbody> </table> AimswebPlus – Initial Sounds (IS) <table border="1" data-bbox="423 1451 794 1562"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>4-7</td> <td>0-3</td> </tr> <tr> <td>Winter</td> <td>8-10</td> <td>0-7</td> </tr> </tbody> </table> AimswebPlus – Nonsense Word Fluency (NWF) <table border="1" data-bbox="423 1673 794 1782"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Winter</td> <td>5-14</td> <td>0-4</td> </tr> <tr> <td>Spring</td> <td>19-28</td> <td>0-18</td> </tr> </tbody> </table> AimswebPlus – Word Reading Fluency (WRF) <table border="1" data-bbox="423 1892 789 1961"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Spring</td> <td>6-8</td> <td>0-5</td> </tr> </tbody> </table>		Yellow	Red	Fall	0-1		Winter	15-23	0-14	Spring	27-35	0-26		Yellow	Red	Fall	4-7	0-3	Winter	8-10	0-7		Yellow	Red	Winter	5-14	0-4	Spring	19-28	0-18		Yellow	Red	Spring	6-8	0-5	DRA 2 Word Analysis Cool Tools: FAIR Informal Reading Assessment (CRR)	Explicit instruction using multi-sensory approaches linking letter symbols to their sounds Explicit Instruction in Letter Naming: multisensory approach, visual discrimination, recognizing and forming letters - Child writes alphabet in both lower and upper case letters Program examples include Wilson Foundations, Neihaus, Spire.
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First Grade

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Second Grade

Skill Component	Screener Score Cutoff	Classroom Diagnostic	Intervention																								
Phonological Phonemic Awareness	Dibels 8 th Ed. Nonsense Word Fluency <table border="1"> <thead> <tr> <th>CLS</th> <th>Y</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>43-54</td> <td>0-42</td> </tr> <tr> <td>Winter</td> <td>56-63</td> <td>0-55</td> </tr> <tr> <td>Spring</td> <td>59-75</td> <td>0-58</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>WRC</th> <th>Y</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>8-14</td> <td>0-7</td> </tr> <tr> <td>Winter</td> <td>15-22</td> <td>0-14</td> </tr> <tr> <td>Spring</td> <td>17-23</td> <td>0-16</td> </tr> </tbody> </table>	CLS	Y	R	Fall	43-54	0-42	Winter	56-63	0-55	Spring	59-75	0-58	WRC	Y	R	Fall	8-14	0-7	Winter	15-22	0-14	Spring	17-23	0-16	PAST DRA 2 Word Analysis	Task involving phonological manipulation up through advanced levels (see Guidance document) Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations; REWARDS; LTRS; RAVE-O; Language!
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Fall	43-54	0-42																									
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Phonics	Dibels 8 th Ed. Nonsense Word Fluency – See Charts Above	DRA 2 Word Analysis	Explicit and systematic instruction on letter-sound relationships, phonic blending, and application within text. Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); RAVE-O Wilson Foundations; REWARDS; Language!																								
Orthography	Writing Samples	Words Their Way Spelling Inventory	Explicit instruction in phonics																								
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Reading Comprehension	Aimsweb MAZE <table border="1"> <thead> <tr> <th></th> <th>Y</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>1-1</td> <td>0</td> </tr> <tr> <td>Winter</td> <td>4-6</td> <td>0-3</td> </tr> <tr> <td>Spring</td> <td>7-10</td> <td>0-6</td> </tr> </tbody> </table> AimswebPlus- Reading Comprehension (RC) <table border="1"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>110-126</td> <td>71-109</td> </tr> <tr> <td>Winter</td> <td>120-135</td> <td>77-119</td> </tr> <tr> <td>Spring</td> <td>130-145</td> <td>87-129</td> </tr> </tbody> </table>		Y	R	Fall	1-1	0	Winter	4-6	0-3	Spring	7-10	0-6		Yellow	Red	Fall	110-126	71-109	Winter	120-135	77-119	Spring	130-145	87-129	DRA 2 Oral Reading	Explicit instruction in vocabulary and application of decoding within text. Explicit instruction in metacognitive reading strategies.
	Y	R																									
Fall	1-1	0																									
Winter	4-6	0-3																									
Spring	7-10	0-6																									
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Winter	63-85	0-62																									
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Reading Comprehension	Aimsweb MAZE <table border="1"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>5-8</td> <td>0-4</td> </tr> <tr> <td>Winter</td> <td>8-10</td> <td>0-7</td> </tr> <tr> <td>Spring</td> <td>8-11</td> <td>0-7</td> </tr> </tbody> </table> AimswebPlus Reading Comprehension (RC) <table border="1"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>132-146</td> <td>90-131</td> </tr> <tr> <td>Winter</td> <td>139-153</td> <td>91-138</td> </tr> <tr> <td>Spring</td> <td>146-160</td> <td>94-145</td> </tr> </tbody> </table>		Yellow	Red	Fall	5-8	0-4	Winter	8-10	0-7	Spring	8-11	0-7		Yellow	Red	Fall	132-146	90-131	Winter	139-153	91-138	Spring	146-160	94-145	Cool Tools Informal Reading Assessments: Florida Center for Reading Research	Explicit instruction in vocabulary and linking decoding within text. Explicit instruction in metacognitive reading strategies
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Fourth/Fifth Grade

Skill Component	Screener Score Cutoff	Classroom Diagnostic	Intervention																								
Phonics																											
Orthography (spelling)	<p>Aimswab Spelling – 4th</p> <table border="1"> <thead> <tr> <th></th> <th>Y</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>62-91</td> <td>0-61</td> </tr> <tr> <td>Winter</td> <td>84-106</td> <td>0-83</td> </tr> <tr> <td>Spring</td> <td>85-107</td> <td>0-84</td> </tr> </tbody> </table>		Y	R	Fall	62-91	0-61	Winter	84-106	0-83	Spring	85-107	0-84	<p>Words Their Way Spelling Inventory</p>	<p>Explicit instruction in phonics</p>												
	Y	R																									
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Spring	85-107	0-84																									
Oral Reading Fluency	<p>AimswabPlus – Oral Reading Fluency (ORF)</p> <table border="1"> <thead> <tr> <th></th> <th>Y</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td></td> <td></td> </tr> <tr> <td>Winter</td> <td></td> <td></td> </tr> <tr> <td>Spring</td> <td></td> <td></td> </tr> </tbody> </table>		Y	R	Fall			Winter			Spring			<p>Cool Tools/FAIR Informal Reading Assessments: Florida Center for Reading Research (through 5th grade) DRA2 (oral reading) Basic Reading Inventory (BRI) Jerry Johns Informal Reading Inventory (IRI) Roe & Burns</p>	<p>Explicit instruction in word identification, phonics, sight vocabulary, fluency practice</p> <p>Program examples include Read Well, Read Naturally, PAL, Six Minute Solution</p>												
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Fall																											
Winter																											
Spring																											
Reading Comprehension	<p>Aimswab MAZE – 4th</p> <table border="1"> <thead> <tr> <th></th> <th>Y</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>BOY</td> <td>7-11</td> <td>0-6</td> </tr> <tr> <td>MOY</td> <td>12-18</td> <td>0-11</td> </tr> <tr> <td>EOY</td> <td>12-18</td> <td>0-11</td> </tr> </tbody> </table> <p>AimswabPlus – Reading Comprehension (RC)</p> <table border="1"> <thead> <tr> <th></th> <th>Y</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td></td> <td></td> </tr> <tr> <td>Winter</td> <td></td> <td></td> </tr> <tr> <td>Spring</td> <td></td> <td></td> </tr> </tbody> </table>		Y	R	BOY	7-11	0-6	MOY	12-18	0-11	EOY	12-18	0-11		Y	R	Fall			Winter			Spring			<p>Cool Tools/FAIR Informal Reading Assessments: Florida Center for Reading Research (through 5th grade) DRA2 (oral reading) Basic Reading Inventory (BRI) Jerry Johns Informal Reading Inventory (IRI) Roe & Burns</p>	<p>Explicit instruction in vocabulary and linking decoding within text.</p> <p>Explicit instruction in metacognitive reading strategies.</p>
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Listening Comprehension																											
Phonological/Phonemic Awareness *	<p>Dibels EOY Grade 3 NWF – CLS</p> <table border="1"> <thead> <tr> <th></th> <th>Y</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>EOY</td> <td>109-122</td> <td>0-108</td> </tr> </tbody> </table> <p>NWF – WRC</p> <table border="1"> <thead> <tr> <th></th> <th>Y</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>EOY</td> <td>31-35</td> <td>0-30</td> </tr> </tbody> </table>		Y	R	EOY	109-122	0-108		Y	R	EOY	31-35	0-30	<p>Phonological Awareness Skills Screener (PASS) Phonological Awareness Skills Test (PAST) DRA2 (word analysis) Cool Tools/FAIR Informal Reading Assessments: Florida Center for Reading Research (through 5th grade)</p>	<p>Task involving Phonological manipulation up through advanced levels</p> <p>Program examples include: Literacy Resources Inc. (Heggerty) Equipped for Reading Success (Kilpatrick) Lips (Lindamood Bell) Wilson Foundations REWARDS Language!</p>												
	Y	R																									
EOY	109-122	0-108																									
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Rapid Automatic Naming																											

Sixth-Eighth Grade			
Skill Component	Screener Score Cutoff	Classroom Diagnostic	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

Lonedell will specifically look at the following assessments to determine levels for Core Data:

- Kindergarten – LNF, Rapid Naming
- First Grade – PSF, ORF
- Second Grade – ORF, MAZE
- Third Grade – ORF, MAZE

Professional Development for Dyslexia

The Lonedell R-14 School District will provide two hours of dyslexia in-service 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 2018	August 2019 August 2020 August 2021 August 2022
(Assessment)			
(Analysis of assessment)			
(Intervention)			

Communication to District Staff and Board of Education

Lonedell R-14 School District staff and board of education will be provided information in spring 2023 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 2022-2023 school year.

Communication Action Steps	Audience	Format	Dates

Parent Communication

Lonedell R-14 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