

Earle School District
Dyslexia Plan

2019-2020 Student Data:

Elementary: 9 identified and placed; 26 serviced

High School: 14 identified and was in the process of level 2 testing for placement; 3 serviced

On November 7, 2019 district staff, ADE staff members, and ESC Specialist held an initial meeting to review the dyslexia desk audit and determine next steps. The following plan was written to outline the steps for developing a written dyslexia process for the district.

Priority 1: Develop a district screening plan for dyslexia.

| | Defined Task For the 2019-20 School Year | Actions | Position Responsible | Timeline | District Artifacts, Evidence, Information, Notes | Progress |
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| K-2 | <ul style="list-style-type: none"> Develop the list of Initial and Level I Screeners | <ul style="list-style-type: none"> Determine which Initial Screener(s) will be used with K-2 students | <ul style="list-style-type: none"> Building/District Dyslexia Teams | May, 2019 | Initial Screeners: <ul style="list-style-type: none"> DIBELS RAN DSA PAST | Screeners will be reviewed annually and adjustments made as needed. |
| | | <ul style="list-style-type: none"> Schedule the date(s) and time needed for Initial Screening of all K-2 students | <ul style="list-style-type: none"> Instructional Facilitator Dyslexia Specialist | August 13, 2019 | Testing Calendar | IF prepared Ipads with the initial assessments, copied the student documents DS prepared testing materials for RAN |
| | | <ul style="list-style-type: none"> Determine training needs (who, where, how, when) for all K-2 teachers in administering the initial screener | <ul style="list-style-type: none"> Instructional Facilitator Dyslexia Specialist | August 6-13, 2019 | Training Roster | Teachers were trained in DIBELS administration on August 22, 2019 DS trained interventionist on August 28, 2019 |
| K-2 | <ul style="list-style-type: none"> Complete the initial screening of all K-2 students | <ul style="list-style-type: none"> Perform the initial screening of students with fidelity. | <ul style="list-style-type: none"> All Classroom Literacy Teachers Certified Interventionists | August 26-Sept. 6 *November 20 | Required Initial Screeners List Testing Calendar *DSA Administration | BOY DIBELS Screeners for K-2 must be completed by Sept 6, 2019 RAN was completed by Oct. 16, 2019 |
| | | <ul style="list-style-type: none"> Provide support in administering, scoring, and utilizing data from initial screening. | <ul style="list-style-type: none"> Building Principal Instructional Facilitator Dyslexia Specialist Certified Interventionist CRESC Support Team | October 2019 | <ul style="list-style-type: none"> Dyslexia resource binder Dyslexia resource guide Calendar | CRESC provided support as needed |
| | | <ul style="list-style-type: none"> Determine which students were at risk or at some risk on the initial screener. | <ul style="list-style-type: none"> Classroom Teacher Dyslexia Specialist | May 2019 | Committee Roster | Completed |
| K-2 | <ul style="list-style-type: none"> Analyze K-2 Initial screening data | <ul style="list-style-type: none"> Determine training needs (who, where, how, when) for all K-2 teachers in analysis of the initial screener results | <ul style="list-style-type: none"> Building Principal All Classroom Teachers Dyslexia Specialist Certified Interventionist Building Dyslexia Team | October 2019-December 2019 <i>Data analysis should be done within 10 days of administration</i> | <ul style="list-style-type: none"> Master List All initial screening data | In Progress |
| | | <ul style="list-style-type: none"> Notify parents of results of initial screeners | <ul style="list-style-type: none"> Classroom Teachers | Within 14 days of Screening | <ul style="list-style-type: none"> Parent Letter | Letter to be developed with support for CRESC Support Team |

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| K-2 | <ul style="list-style-type: none"> Administer Level I Screeners for K-2 students demonstrating some-risk or at-risk on the Initial Screening | Level I Screening: <ul style="list-style-type: none"> Conduct the Level I Screeners for students exhibiting risk. | <ul style="list-style-type: none"> Building Principal Instructional Facilitator All Classroom Teachers Dyslexia Specialist | October 2019 | ESD Level I & II Screeners List | Completed |
| | | <ul style="list-style-type: none"> Analyze the Level I Screening data to determine if the student is exhibiting characteristics of dyslexia and therefore needs dyslexia intervention services | School-Based Decision Making Team: <ul style="list-style-type: none"> Building Principal Classroom Teachers Dyslexia Specialist Certified Interventionist Instructional Facilitators | October 2019-December 2019 <i>*Future completion by Sept. 30th</i> Data analysis should occur within 10 days of screening administration date | <ul style="list-style-type: none"> Master List Level I screening data | Completed |
| | | <ul style="list-style-type: none"> Develop a plan to notify parent(s) or legal guardian(s) for a student needing dyslexia intervention services. | <ul style="list-style-type: none"> Building Principal Dyslexia Specialist Building Level Team | October 2019 | <ul style="list-style-type: none"> Parental notification letter Information Packet | Completed |
| | <ul style="list-style-type: none"> Administer Level II Screeners for K-2 students demonstrating a need for additional screening. | Level II Dyslexia screening <ul style="list-style-type: none"> Develop list of Level II Dyslexia Screeners | <ul style="list-style-type: none"> District Level Team CRESC Support Team DESE Dyslexia Support Specialist | January 2020 | ESD Level I & II Screeners List | |
| | | <ul style="list-style-type: none"> Determine a plan for using Level II Dyslexia Screeners | <ul style="list-style-type: none"> District Level Team CRESC Support Team DESE Dyslexia Support Specialist | January 2020 | <ul style="list-style-type: none"> Parental consent letter | Use CRESC for support to complete |
| | | <ul style="list-style-type: none"> Identify personnel who are trained to administer specific assessments. | <ul style="list-style-type: none"> Superintendent Building Level Principals CRESC school psychologist | January 2020 | | Use CRESC for support to complete |
| 3-6 | <ul style="list-style-type: none"> Develop the list of Initial and Level I Screeners | <ul style="list-style-type: none"> Determine which Initial Screener(s) will be used with 3-6 students | <ul style="list-style-type: none"> Building/District Dyslexia Teams | May, 2019 | Initial Screeners: <ul style="list-style-type: none"> DSA PAST (as needed) | Screeners will be reviewed annually and adjustments made as needed. |
| | | <ul style="list-style-type: none"> Schedule the date(s) and time needed for Initial Screening of all 3-6 students | <ul style="list-style-type: none"> Instructional Facilitator Dyslexia Specialist | August 13, 2019 | Testing Calendar | IF prepared I pads with the initial assessments, copied the student documents DS prepared testing materials for RAN |
| | | <ul style="list-style-type: none"> Determine training needs (who, where, how, when) for all 3-6 teachers in administering the initial screener | <ul style="list-style-type: none"> Instructional Facilitator Dyslexia Specialist | August 6-13, 2019 | Training Roster | Teachers were trained in DIBELS administration on August 22, 2019 DS trained interventionist on August 28, 2019 CRESC Support coming to EES on 11/20 for DSA Training CRESC Support coming to EES on 12/3 for PAST Training |
| | <ul style="list-style-type: none"> Complete the initial screening of all 3-6 students | <ul style="list-style-type: none"> Perform the initial screening of students with fidelity. | <ul style="list-style-type: none"> All Classroom Literacy Teachers Certified Interventionists | August 26-Sept. 6 | Required Initial Screeners List | BOY DIBELS Screeners for K-2 must be completed by Sept 6, 2019 |

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| 3-6 | | | | | RAN was completed by Oct. 16, 2019 | |
| | | <ul style="list-style-type: none"> Provide support in administering, scoring, and utilizing data from initial screening. Form a school-based decision-making team to determine which students were at risk or at some risk on the initial screener. | <ul style="list-style-type: none"> Building Principal Instructional Facilitator Dyslexia Specialist Certified Interventionist Dyslexia Specialist | <p>October 2019</p> <p>May 2019</p> | <ul style="list-style-type: none"> Dyslexia resource binder Dyslexia resource guide Calendar <p>Committee Roster</p> | <p>CRESC provided support as needed</p> <p>Completed</p> |
| 3-6 | <ul style="list-style-type: none"> Administer Level I Screeners for 3-6 students demonstrating some-risk or at-risk on the Initial Screening | <p>Level I Screening:</p> <ul style="list-style-type: none"> Conduct the Level I Screeners for students exhibiting risk. | <ul style="list-style-type: none"> Building Principal Instructional Facilitator All Classroom Teachers Dyslexia Specialist | <p>October 2019</p> | <p>ESD Level I Screeners List</p> | <p>Completed</p> |
| | | <ul style="list-style-type: none"> Analyze the Level I Screening data to determine if the student is exhibiting characteristics of dyslexia and therefore needs dyslexia intervention services | <ul style="list-style-type: none"> Building Principal All Classroom Teachers Dyslexia Specialist Certified Interventionist Building Dyslexia Team | <p>Data analysis should occur within 10 days of screening administration date</p> | <ul style="list-style-type: none"> Master List Level I screening data | <p>Completed</p> |
| | | <ul style="list-style-type: none"> Develop a plan to notify parent(s) or legal guardian(s) for a student needing dyslexia intervention services. | <ul style="list-style-type: none"> Building Principal Dyslexia Specialist Building Level Team | <p>October 2019</p> | <ul style="list-style-type: none"> Parental notification letter Information Packet | <p>Completed</p> |
| | <ul style="list-style-type: none"> Administer Level II Screeners for 3-6 students demonstrating some-risk or at-risk on the Initial Screening | <p>Level II Dyslexia screening</p> <ul style="list-style-type: none"> Determine a plan for using Level II Dyslexia Screeners | <ul style="list-style-type: none"> District Level Team CRESC support team | <p>January 2020</p> | <p>ESD Level II Screeners List</p> <ul style="list-style-type: none"> Parental consent letter | <p>Use CRESC for support to complete</p> |
| <ul style="list-style-type: none"> Identify personnel who are trained to administer specific assessments. | | <ul style="list-style-type: none"> CRESC school psychologist | <p>January 2020</p> | <ul style="list-style-type: none"> Meeting Notes | <p>Use CRESC for support to complete</p> | |
| 7-12 | <ul style="list-style-type: none"> Develop the list of Level I Screeners for referred students | <ul style="list-style-type: none"> Determine which Screener(s) will be used with referred 7-12 students | <ul style="list-style-type: none"> Building/District Dyslexia Teams | <p>November 2019</p> | <p><u>Screeners:</u></p> <ul style="list-style-type: none"> DSA PAST Really Great Reading Decoding Survey (Advanced) AR-RAN | <p>Completed</p> |
| | | <ul style="list-style-type: none"> Determine training needs (who, where, how, when) for all 7-12 teachers administering the screeners | <ul style="list-style-type: none"> Instructional Facilitator Dyslexia Specialist | <p>December 5, 2019 Training on DSA (embedded PD)</p> <p>January 2020 training on PAST</p> | <p>Training Roster</p> | <p>In Progress</p> <p>Building Principal and IF review teachers after Embedded PD to determine staffing needs/ training for 12/11 DSA administration</p> <p>*Check with CRESC/ DESE Support for PAST Training needs</p> |
| | <ul style="list-style-type: none"> Administer Level I Screeners for 7-12 students | <p>Level I Screening:</p> | <ul style="list-style-type: none"> Building Principals School Support Specialists | <p>DSA to be completed by December 11, 2019</p> | <p>ESD Level I & II Screeners List</p> | <p>All 7-12 will take DSA after ACT Aspire Interim on 12/11/19.</p> |

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| 7-12 | <ul style="list-style-type: none"> Conduct the Level I Screeners for all 7-12 students. | <ul style="list-style-type: none"> All Classroom Teachers | PAST to be completed in January 2020 | | | |
| | <ul style="list-style-type: none"> Analyze the Level I Screening data to determine if the student is exhibiting characteristics of dyslexia and therefore needs dyslexia intervention services | <ul style="list-style-type: none"> Building Principals School Support Specialists All Classroom Teachers | February 2020 Data analysis should occur within 10 days of screening administration date | <ul style="list-style-type: none"> Master List of Student Data Level I screening data | <p>All 7-12 will take DSA after ACT Aspire Interim on 12/11/19.</p> <p>DESE Support coming to EHS on 12/12/19 for scoring support</p> | |
| 7-12 | <ul style="list-style-type: none"> Develop a plan to notify parent(s) or legal guardian(s) of a student needing dyslexia intervention services. | <ul style="list-style-type: none"> Building Principals School Support Specialists All Classroom Teachers | January 2020 | <ul style="list-style-type: none"> Parental Consent Letter Information Packet | Drafts of letters being reviewed on 11/19/19 | |
| | <ul style="list-style-type: none"> Administer Level II Screeners for 7-12 students demonstrating some-risk or at-risk on the Initial Screening | Level II Dyslexia screening <ul style="list-style-type: none"> Determine a plan for using Level II Dyslexia Screeners | <ul style="list-style-type: none"> District Level Team CRESC support team DESE support team | March 2020 | ESD Level II Screeners List <ul style="list-style-type: none"> Parental consent letter | Use CRESC for support to complete |
| | | <ul style="list-style-type: none"> Identify personnel who are trained to administer specific assessments. | <ul style="list-style-type: none"> Dyslexia Specialist CRESC school psychologist | March 2020 | <ul style="list-style-type: none"> Meeting Notes | Use CRESC for support to complete |

Priority 2: Identify Dyslexia personnel to provide intervention to identified students.

| | Defined Task For the 2019-20 School Year | Actions | Position Responsible | Timeline | District Artifacts, Evidence, Information | Progress |
|--------|--|---|--|-----------------|---|---|
| K - 12 | <ul style="list-style-type: none"> Identify district and building level personnel responsible for ensuring dyslexia interventions are implemented with fidelity | <ul style="list-style-type: none"> Determine which administrator(s) is/ are responsible for evaluating dyslexia interventionists and ensuring compliance in each building. | <ul style="list-style-type: none"> Superintendent Building Principals Instructional Facilitators SARA mentors | Began July 2019 | <ul style="list-style-type: none"> MOU between CRESC and ESD for Take Flight Training Observation Data | Dyslexia Interventionist Team has been identified |
| | <ul style="list-style-type: none"> Identify personnel that will provide coaching support for the dyslexia interventionists. | <ul style="list-style-type: none"> Identify personnel and/or Dyslexia Program personnel that will provide ongoing coaching support for dyslexia interventionists in each building. | <ul style="list-style-type: none"> CRESC Dyslexia Specialist DESE Shelton Academic Reading Approach (SARA)- Take Flight | Began July 2019 | <ul style="list-style-type: none"> District Calendar DESE Plan of Support District Level Plan of Support | Completed |
| K - 12 | <ul style="list-style-type: none"> Identify personnel that will serve as dyslexia interventionists at all individual buildings based on identified students, program fidelity, and student need | <ul style="list-style-type: none"> Identify personnel needed in each building to provide dyslexia intervention based on identified students, program fidelity, students' needs and | <ul style="list-style-type: none"> Superintendent Dyslexia Specialist Building Principals Instructional Facilitators | Began July 2019 | <ul style="list-style-type: none"> Dyslexia/ Intervention Schedules | Completed |

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| | | training requirements for new program. | <ul style="list-style-type: none"> Building/ District Dyslexia Teams | | | |
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Priority 3: Raise dyslexia awareness and increase educator’s knowledge of dyslexia

| Defined Task For the 2019-20 School Year | | Actions | Position Responsible | Timeline | District Artifacts, Evidence, Information | Progress |
|--|--|---|---|--|---|----------|
| K - 12 | <ul style="list-style-type: none"> Earle educators will be able to define dyslexia, recognize characteristics of dyslexia, and identify appropriate classroom accommodations. | <ul style="list-style-type: none"> Develop content for dyslexia professional awareness. | <ul style="list-style-type: none"> Superintendent Dyslexia Specialist Building Principals Instructional Facilitators Building/ District Dyslexia Teams CRESC/DESE Specialists | February 2020 | Meeting Notes and agendas | |
| K - 12 | <ul style="list-style-type: none"> All Earle educators will be able to identify district procedures and resources for meeting the needs of students exhibiting characteristics of dyslexia. | <ul style="list-style-type: none"> Provide building level administrators with updated procedures and resources to implement at the building level. | <ul style="list-style-type: none"> Building/District Dyslexia Teams Dyslexia Specialist CRESC Dyslexia Specialist | Continuous Building administrators are a part of the District Dyslexia Team | Meeting Notes and agendas | Ongoing |
| | | <ul style="list-style-type: none"> Establish a calendar for Dyslexia Awareness Training | <ul style="list-style-type: none"> Dyslexia Specialist | Dyslexia Awareness training provided on March 11, 2020 | Sign-in Sheets | Complete |

Priority 4: Coordinate Dyslexia work with RTI/MTSS

| Defined Task For the 2019-20 School Year | | Actions | Position Responsible | Timeline | District Artifacts, Evidence, Information | Progress |
|--|--|--|--|-------------|---|----------|
| K - 12 | <ul style="list-style-type: none"> Establish procedures for identifying and providing intervention for students exhibiting characteristics of dyslexia. | <ul style="list-style-type: none"> Establish procedures for identifying students exhibiting characteristics of dyslexia. | <ul style="list-style-type: none"> Superintendent Building Principals Instructional Facilitators Building/ District Dyslexia Teams | Spring 2020 | Building Level Data | |
| | | <ul style="list-style-type: none"> Create procedures for progress monitoring students exhibiting characteristics of dyslexia | <ul style="list-style-type: none"> Dyslexia Specialist Building/ District Dyslexia Teams | Spring 2020 | Shelton Progress Monitoring Kit DIBELS (K-6) TBD (7-12) | |
| K - 12 | | <ul style="list-style-type: none"> Develop a system for tracking students receiving dyslexia interventions (folders for forms, assessments, progress monitoring data, etc.) | <ul style="list-style-type: none"> Dyslexia Specialist Building/ District Dyslexia Teams | Spring 2020 | Monthly Progress Monitoring Sheets | |