

Parkers Chapel School District Dyslexia Plan
Compliance with ACT 1268 of 2017
2018-2019

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I. Mandatory Testing for all K-2 Students:

K-2 Initial Literacy Screening Assessments:

- **K-2 DIBELS** is administered to all students at the beginning, middle and end of the year.
 - **Teachers designated by the principal will administer the initial screenings; however, it is the responsibility of the child's literacy teacher to administer the DIBELS Next progress monitoring required. Students at some risk shall be monitored monthly to bi-monthly as directed by the principal. Students at risk (well below) benchmark should be monitored a minimum of every other week. Teachers have an electronic Excel spreadsheet to record ALL DIBELS data.**
- **DSA** is a spelling assessment. 1st and 2nd will assess in August. K will assess in January. **Homeroom teacher will administer. The classroom teacher shall remediate each student with deficient areas.**
- **Rapid Naming Test** is a universal screening for grades K-2. This will be administered to grades 1st and 2nd in August. Kindergarten will be assessed by January. **Homeroom teacher will administer.** Students are ranked by speed and accuracy. The students with the lowest rankings will be noted.
- **STARS Reading** is for all 1-6 at the beginning and end of the year. All kindergarten will test in January and May.

The building principal is responsible for ensuring that each new student enrolled in K-2 is screened. Documentation must be provided to the dyslexia coordinator.

- If a K-2 student is in the lowest 20% on average for the majority of the screeners, then he/she will be provided with therapeutic interventions this school year and will receive additional level one screeners (Sonday System) provided by the classroom literacy teacher and/or other staff (Becky Gross) as designated by the building principal. This does not diagnose the child with dyslexia; however, it does show the child has some indicators of dyslexia. The child does show a deficit with phonological processes such as phonics and phonemes. At risk students follow the procedures of the school for Tier 1 and Tier 2 interventions as determined on a case by case basis determined by the building principal.
- All of these assessments for K-2, as applicable, will be entered by classroom teachers for each individual student in the StudentGPS dashboard or other determined data recording systems as determined by the building principal. The

director of special programs will determine how data from all literacy screenings (initial, level 1, level 2) will be documented. **The building principal or her designee must notify the parent/guardian in writing if the student is at risk for any/all initial (level 1) screenings. A dyslexia resource packet will be given to the parent as per ACT 1268 with the parent notification letter.**

- Parent Contact must occur if Tier 2 RTI goes into effect:
 - A. Below level in D.I. Reading program
 - B. Small group pull-out
 - C. Scored below level on DIBELS, NWEA, or Sonday System screeners or assessments.

II. Students with Difficulty Reading in Grades 3rd-12th:

Any student in grades 3-12, demonstrating a difficulty with reading skills or determined to be below grade level in reading must be referred by classroom/literacy teacher to building principal for Sonday 2 assessment or any other Level 1 approved Literacy Screening Assessments:

- Difficulty in reading for the district plan refers to any child failing in reading that is not on grade level in reading. Standardized assessments, grade reports, teacher determination and other data may be used.
- Classroom intervention must be documented and provide data to determine if adequate progress is being made. In other words, is the intervention working?
- Screening Assessment data will be reviewed by Dyslexia Coordinator (Amanda Waggoner), and a meeting will be scheduled to determine next steps.
- Named Level 1 Assessments under **ACT 1268 of 2015**.

III. K-2 Initial Screeners:

- K-2 Initial Screeners, DIBELS, NWEA, RAN (Rapid Naming), etc. will be conducted by the classroom teacher.
- Deficit areas are to be addressed by RTI Tier I, where all students reading deficits are reviewed and targeted (4-6 weeks).
- If student does not make adequate progress in during Tier 1, the student will move to RTI Tier 2. Classroom teachers are to notify parents. During Tier 2 students will participate in small group interventions strategies and techniques based on reading deficits (4-6 weeks).
- If student does not make adequate progress during Tier 2 interventions, the student will then be referred for Tier 3, intensive intervention strategies and techniques.
- If student does not show growth during Tier 3 intensive interventions, the student may then be referred for Dyslexia Level II Assessments.

IV. Explanation of Level 1 and Level 2 Assessments:

- **Level 1 Assessments for Students K-12: (This is not an inclusive list, but examples) Level one is given by the classroom teacher when a student is struggling in reading. The student is well below his/her grade level in mastering reading skills.**
 - **This level testing is done when a student does NOT make progress with classroom interventions provided by the homeroom teacher in small group or one to one direct instruction. K-6 DRA testing is one example that may be administered by classroom teacher.**
 - **STARS Reading** is for all 1-6 at the beginning of the year. All Kindergarten will test in January and May
 - 1-6 for at-risk students, students with AIP's, students with failing literacy grades are tested beginning, middle, and end of the year and as otherwise required.
 - Reading level reported to parents in writing, two times a year. This satisfies the requirements for Senate Bill 494.
 - **Reading Counts Lexile Asst**
 - **IXL reports**
 - **ACT Aspire, NWEA, other standardized tests**
 - **Formative/Interim/Summative assessment data**
 - **Progress Monitoring from Tier 1/Tier 2 interventions.**
 - **Assessments from *Cool Tools Resource Binder***
 - **Other formative or summative assessments**

Results from Level 1

After **4-6 weeks** of interventions, if a student is not showing adequate progress in reading, the teacher will notify the building principal. The building principal will make a written recommendation to Amanda Waggoner for Level 2 Dyslexia testing for the student. The teacher must provide documentation that the interventions implemented have not helped the child to make progress. **Amanda Waggoner will notify the parent/guardian at this time and request permission to test (this will be second parent contact).**

- **Level 2 Dyslexia Assessments for K-12 Students:**

Level 2 assessments will be administered by Amanda Waggoner as needed. Amanda Waggoner will notify the parent/guardian and the building principal regarding the administration and results of level 2 assessments.

- Test of Written Spelling (TWS)
 - Spelling
- Woodcock Reading Mastery Test III (WRMIII) (K-2)
 - Phonological awareness
 - Rapid naming
 - Letter knowledge
 - Decoding
 - Word recognition
 - Fluency
 - Reading comprehension
- Gray Oral Reading Test (GORT5)
 - Oral reading accuracy
 - Reading rate
- CTOPP2 (K-adult)
 - Phonological awareness
 - Rapid Symbolic Naming
 - Phonological Memory

If indicators of dyslexia are present after initial, level one and/or level two assessments have been administered, parents have the right to receive an independent, comprehensive evaluation by a licensed psychological examiner, licensed speech pathologist, dyslexia specialist or other certified specialist as determined by ACT 1268 and the parent shall cover the cost of the comprehensive dyslexia evaluation.

- **Students with dyslexia or who are at high risk of having dyslexia as indicated by assessment results will be placed in intervention using the Sonday System by Windsor Learning. The Sonday System must be**

implemented with fidelity. Fidelity for the purpose of Act 1268 of 2015 is as the author intended. The Soday Program is to be used for a minimum of 30 minutes per day, five days a week for students with dyslexia/dyslexia indicators unless it is determined by Mrs. Waggoner that a different number of sessions and minutes are needed to best meet the needs of the individual student. This intervention must be taught by a person that received the Soday training certificate. The interventionist will use the SS Coaching Record to ensure fidelity. The student's work will be documented each session in a SS Student Notebook. Fidelity checks will be conducted by Amanda Waggoner on a bi-weekly basis.

- The parent has the right to refuse dyslexia intervention services. The refusal must be in writing and submitted to Amanda Waggoner.

V. Reporting Information:

- **Mandatory E-School Reporting:** Leslie Clawson is responsible for reporting level 2 evaluations for the ADE Cycle 7 report annually for grades K-12. Amanda Waggoner will notify Mrs. Clawson of each Level 2 evaluations conducted.
- **Dyslexia Intervention Programs:**
 - Sonday System
 - Mindplay
 - Shelton Method
- **Dyslexia Interventionists:**
 - District Level- Amanda Waggoner
 - Elementary School K-6- Becky Gross
 - Grades 7-12-
 - Special Education Teacher: Donna Pridgen, Special Education
 - Trained Teachers: Carrie Burson, Amanda Waggoner, Donna Pridgen, Lucretia Hargett
 - Trained Paraprofessionals: Becky Gross, Janis Moss, Kristi Gunter