Milan C-2
Public School District Dyslexia Plan

The purpose of this document is to outline the actions of the Milan C-2 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, of each school year. 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 classroom teachers and title teachers. Training for individuals will be each school year prior to the start of the school year by the intervention/title teachers.

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)	Acadience – NWF Kdg. Literacy Test - rhyming PAST – onset-rime, syllable levels Star early literacy test	Dec., May Aug., Dec., May Aug., Dec., May
	*Letter Naming Fluency	Acadience- LNF Kdg. Literacy Test	Aug., Dec., May Aug., Dec., May
	*Rapid Automatic Naming	Rapid-Automatic Naming Screener	Aug., Dec., May
	*Sound/Symbol Recognition	Acadience – LNF, FSF/PSF Kdg. Literacy Test - Letter Inventory	Aug., Dec., May Aug., Dec., May

First Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	Acadience – PSF, NWF PAST	Aug., Dec., May Aug., Dec., May (as needed, determined by assessment)
	*Letter Naming Fluency	Acadience – LNF	Aug., Dec., May (as needed, determined by assessment)
	*Rapid Automatic Naming	Rapid-Automatic Naming Screener	Aug., Dec., May
	*Phonics/Sound- Symbol Recognition	Acadience – LNF, NWF	Aug., Dec., May (as needed, determined by assessment)
	Reading Comprehension	STAR Reading Acadience – ORF	Monthly Aug., Dec., May (as needed, determined by assessment)
	Word Recognition Fluency	Classroom Reading Benchmark	Aug., Dec., May

	Listening Comprehension		
	Orthography (spelling)	MONSTER Spelling Test PSI, (group assessment)	Aug., Dec., May

Second Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/Phonemic Awareness	Acadience – NWF PAST	Aug., Dec., May (as needed, determined by assessment)
	*Phonics	Acadience – NWF Beginning/Basic Decoding Survey (Linda Farrell)	Aug., Dec., May (as needed, determined by assessment)
	*Orthography (spelling)	MONSTER Spelling Test (PSI), group assessment	Aug., Dec., May
	*Oral Reading Fluency	Acadience – ORF	Aug., Dec., May (as needed, determined by assessment)
	*Reading Comprehension	STAR Reading EVALUATE	Monthly Monthly
	Listening Comprehension		
	Rapid Automatic Naming	Rapid-Automatic Naming Screener	Aug., Dec., May

Third Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	*Phonics	Beginning/Advanced Decoding Survey (Linda Farrell)	Aug., Dec., May (as needed, determined by assessment)
	*Orthography (spelling)	MONSTER Spelling Test (PSI/ESI), group assessment	Aug., Dec., May (as needed, determined by assessment)

	*Oral Reading Fluency	Acadience – ORF	Aug., Dec., May (as needed, determined by assessment)
	*Reading Comprehension	STAR Reading EVALUATE	Monthly Monthly
	Listening Comprehension		
	Phonological/Phonemic Awareness	PAST	Aug., Dec., May
	Rapid Automatic Naming	Rapid-Automatic Naming Screener	Aug., Dec., May

Fourth-Fifth Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	Phonics	Beginning/Advanced Decoding Survey (Linda Farrell)	Aug., Dec., May (as needed, determined by assessment)
	Orthography (spelling)	MONSTER Spelling Test (PSI/ESI/USI), group assessment	Aug., Dec., May (as needed, determined by assessment)
	Oral Reading Fluency	Acadience – ORF	Aug., Dec., May (as needed, determined by assessment)
	Reading Comprehension	STAR Reading EVALUATE	Monthly Monthly
	Listening Comprehension		
	Phonological/Phonemic Awareness	PAST	Aug., Dec., May
	Rapid Automatic Naming	Rapid-Automatic Naming Screener	Aug., Dec., May

Sixth-Eighth Grade	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	Phonological/Phonemic Awareness	PAST	Aug., Dec., May (as needed, determined by assessment)
	Phonics	Beginning/Advanced Decoding Survey (Linda Farrell)	Aug., Dec., May (as needed determined by assessment)
	Orthography (spelling)	MONSTER Spelling Test (PSI/ESI/USI), group assessment	Aug., Dec., May (as needed, determined by assessment)
	Oral Reading Fluency	Acadience – ORF Florida Center for Reading Research ORF	Aug., Dec., May (as needed, determined by assessment)
	Reading Comprehension	STAR Reading EVALUATE	Quarterly BOY, MOY, EOY Monthly
	Listening Comprehension		
	Rapid Automatic Naming	Rapid-Automatic Naming Screener	Aug., Dec., May

Nine-Twelve Grades	Skill	Assessment Name	Dates for Assessment [BoY; MoY; EoY]
	Phonological/Phonemic Awareness	PAST	Aug., Dec., May (as needed, determined by assessment)
	Phonics	Beginning/Advanced Decoding Survey (Linda Farrell)	Aug., Dec., May (as needed, determined by assessment)
	Orthography (spelling)	MONSTER Spelling Test (PSI/ESI/USI), group assessment	Aug., Dec., May (as needed, determined by assessment)
	Oral Reading Fluency	Florida Center for Reading Research ORF	Aug., Dec., May

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			(as needed, determined by assessment)
	Reading Comprehension	EVALUATE STAR Reading	Monthly Quarterly: BOY, MOY, EOY
	Listening Comprehension		
	Rapid Automatic Naming	Rapid-Automatic Naming Screener	Aug., Dec., May

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, Milan C-2 School District will provide support consistent with the findings of the assessments listed above.

Interventions: See *Screening Organizer*
Supports and Accommodations List:

Kindergarten	Skill Component	Tier 1 Core Instruction	Intervention

First Grade	Skill Component	Tier 1 Core Instruction	Intervention

Second Grade	Skill Component	Tier 1 Core Instruction	Intervention

Third Grade	Skill Component	Tier 1 Core Instruction	Intervention

Fourth - Fifth Grades	Skill Component	Tier 1 Core Instruction	Intervention

Sixth-Eighth Grades	Skill Component	Tier 1 Core Instruction	Intervention

Nine- Twelve Grades	Skill Component	Tier 1 Core Instruction	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

Professional Development for Dyslexia

The Milan C-2 School School District will provide two hours of dyslexia in-service training to all practicing staff grades kindergarten-twelve every year via Vector Training before the start of the new 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.

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Training Needed	Staff to Attend	Date of Initial Training	Dates of Follow Up Training
2 Hour Training Required (Topics)	K-12 All practicing staff		
(Assessment)			
(Analysis of assessment)			
(Intervention)			

Communication to District Staff and Board of Education

Milan C-2 School District staff and board of education will be provided information each spring 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.

Communication Action Steps	Audience	Format	Dates

Parent Communication

Mila C-2 School District will provide information to parents regarding aspects of this plan. The following actions will be taken by the district and shared with parents each spring during our annual title parent meeting.

Communication Action Steps	Audience	Format	Dates