



Montgomery County R-II District Identification and Service Plan for Students At-Risk for Dyslexia

The purpose of this document is to outline the actions of the Montgomery County R-II District as it relates to identifying and providing intervention for students at-risk for dyslexia. This is in accordance with the Missouri Department of Elementary and Secondary Education dyslexia guidance document and screening organizer.

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 needs for intervention, and set goals for achievement.

The following actions will be taken in accordance with state department guidance:

- Kindergarten 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.
- 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 grade level teachers, instructional coaches, and Title I staff.
- Training for individuals will be outlined in the professional development section of this document.

Scores from the following assessments will be used to determine if a student displays characteristics of dyslexia. Screeners will follow the guidance in i-Ready to evaluate the areas in which a student scored below the cut scores noted and then determine if the student needs further evaluation or support.

Kinder garten	Skill	Assessment Name	Screening Cut Score	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	iReady Diagnostic for Reading	BoY: 295 MoY: 320 EoY: 344	BoY, MoY; EoY
	*Letter Naming Fluency	iReady Literacy Task for Letter Naming Fluency	BoY: Below Level MoY: Below Level EoY: Below Level	BoY, MoY; EoY
	*Rapid Automatic Naming	iReady Literacy Task for Rapid Automatized Naming of Objects	BoY: Below Level MoY: Below Level EoY: Below Level	BoY, MoY; EoY
	*Sound/Symbol Recognition	iReady Diagnostic for Reading	BoY: 295 MoY: 320 EoY: 344	BoY, MoY; EoY

First Grade	Skill	Assessment Name	Screening Cut Score	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	iReady Diagnostic for Reading	BoY: 347 MoY: 374 EoY: 401	BoY; MoY; EoY
	*Letter Naming Fluency	iReady Literacy Task for Letter Naming Fluency	BoY: Below Level MoY: Below Level EoY: Below Level	BoY; MoY; EoY
	*Rapid Automatic Naming	iReady Literacy Task for Rapid Automatized Naming of Objects	BoY: Below Level MoY: Below Level EoY: Below Level	BoY; MoY; EoY
	*Phonics/Sound- Symbol Recognition	iReady Literacy Task for Grade 1 Pseudoword Decoding Fluency	BoY: Below Level MoY: Below Level EoY: Below Level	BoY; MoY; EoY
	Reading Comprehension	iReady Diagnostic for Reading	BoY: 347 MoY: 374 EoY: 401	
	Word Recognition Fluency	iReady Diagnostic for Reading	BoY: 347 MoY: 374 EoY: 401	
	Listening Comprehension	iReady Diagnostic for Reading	BoY: 347 MoY: 374 EoY: 401	
	Orthography (spelling)	iReady Diagnostic for Reading	BoY: 347 MoY: 374 EoY: 401	

Second Grade	Skill	Assessment Name	Screening Cut Score	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/Phonemic Awareness	iReady Diagnostic for Reading	BoY: 419 MoY: 441 EoY: 463	BoY; MoY; EoY
	*Phonics	iReady Literacy Task for Grade 2 Pseudoword Decoding Fluency	BoY: <25 percentile MoY: <25 percentile EoY: <25 percentile	BoY; MoY; EoY
	*Orthography (spelling)	iReady Diagnostic for Reading	BoY: 419 MoY: 441 EoY: 463	BoY; MoY; EoY
	*Oral Reading Fluency	iReady Literacy Task Grade 2 Passage Reading Fluency	BoY: Below Level MoY: Below Level EoY: Below Level	BoY; MoY; EoY
	*Reading Comprehension	iReady Diagnostic for Reading	BoY: 419 MoY: 441 EoY: 463	BoY; MoY; EoY
	Listening Comprehension	iReady Diagnostic for Reading	BoY: 419 MoY: 441 EoY: 463	
	Rapid Automatic Naming	iReady Literacy Task for Rapid Automatized Naming of Objects	BoY: Below Level MoY: Below Level EoY: Below Level	

Third Grade	Skill	Assessment Name	Screening Cut Score	Dates for Assessment [BoY; MoY; EoY]
	*Phonics	iReady Diagnostic for Reading	BoY: 474 MoY: 491 EoY: 507	BoY; MoY; EoY
	*Orthography (spelling)	iReady Diagnostic for Reading	BoY: 474 MoY: 491 EoY: 507	BoY; MoY; EoY
	*Oral Reading Fluency	iReady Literacy Task for Grade 3 Passage Reading Fluency	BoY: <25 percentile MoY: <25 percentile EoY: <25 percentile	BoY; MoY; EoY
	*Reading Comprehension	iReady Diagnostic for Reading	BoY: 474 MoY: 491 EoY: 507	BoY; MoY; EoY
	Listening Comprehension	iReady Diagnostic for Reading	BoY: 474 MoY: 491 EoY: 507	
	Phonological/Phonemic Awareness	iReady Diagnostic for Reading	BoY: 474 MoY: 491 EoY: 507	
	Rapid Automatic Naming	iReady LiteracyTask for Rapid Automatized Naming of Objects	BoY: Below Level MoY: Below Level EoY: Below Level	

Fourth-Fifth Grade	Skill	Assessment Name	Screening Cut Score	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/Phonemic Awareness	iReady Diagnostic for Reading	BoY: MoY: EoY:	BoY; MoY; EoY
	Orthography (spelling)	iReady Diagnostic for Reading	BoY: MoY: EoY:	BoY; MoY; EoY
	Oral Reading Fluency	iReady Diagnostic for Reading	BoY: MoY: EoY:	BoY; MoY; EoY
	Reading Comprehension	iReady Diagnostic for Reading	BoY: MoY: EoY:	BoY; MoY; EoY
	Listening Comprehension	iReady Diagnostic for Reading		
	Phonics	iReady Diagnostic for Reading		
	Rapid Automatic Naming	iReady Diagnostic for Reading		

Sixth-Eighth Grade	Skill	Assessment Name	Screening Cut Score	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/Phonemic Awareness	iReady	BoY: <232 MoY: <243 EoY: <243	BoY; MoY; EoY
	Phonics	iReady	BoY: MoY: EoY:	BoY; MoY; EoY
	Orthography (spelling)	iReady	BoY: <221 MoY: <225 EoY: <230	BoY; MoY; EoY
	Oral Reading Fluency	iReady	BoY: MoY: EoY:	BoY; MoY; EoY
	Reading Comprehension	iReady	BoY: MoY: EoY:	BoY; MoY; EoY
	Listening Comprehension	iReady	BoY: MoY: EoY:	
	Rapid Automatic Naming	iReady	<24%	

Nine-Twelve Grades	Skill	Assessment Name	Screening Cut Score	Dates for Assessment [BoY; MoY; EoY]
	*Phonological/ Phonemic Awareness	Count the words; count the syllables, onsets and rimes with content level vocab, phoneme manipulation, The Names Test of Decoding	BoY: MoY: EoY:	BoY; MoY; EoY
	Phonics	http://rti.dadeschools.net/pdfs/phonics_screening_inventory.pdf	BoY: MoY: EoY:	BoY; MoY; EoY
	Orthography (spelling)	http://readingandwritingproject.com/public/resources/assessments/spelling/spelling_upper.pdf	BoY: MoY: EoY:	BoY; MoY; EoY
	Oral Reading Fluency	QRI or SRI	BoY: MoY: EoY:	BoY; MoY; EoY
	Reading Comprehension	QRI or SRI	BoY: MoY: EoY:	BoY; MoY; EoY
	Listening Comprehension		BoY: MoY: EoY:	
	Rapid Automatic Naming		<24%	

*Required areas to screen, BAS: Benchmark Assessment System, DRA2: Developmental Reading Assessment, QRI: Qualitative Reading Inventory, SRI: Scholastic Reading Inventory

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, the Montgomery County R-II 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	F&P Classroom Heggerty Phonics	Fundations/Fountas and Pinnell/Firsthand Phonics Lesson Heggerty Phonics
	Letter Naming	F&P Classroom Heggerty Phonics	Fundations/Fountas and Pinnell/Firsthand Phonics Lesson
	Rapid Automatic Naming	F&P Classroom Heggerty Phonics	Memory games/Audio Books/Fountas and Pinnell Phonics
	Alphabetic Knowledge/Sound Symbol	F&P Classroom Heggerty Phonics	Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson Heggerty Phonics

First Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonological/ Phonemic Awareness	F&P Classroom	Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson Heggerty Phonics
	Letter Naming	F&P Classroom	Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson
	Rapid Automatic Naming	F&P Classroom	Memory Games/Audio books/Fountas and Pinnell Phonics
	Phonics/Sound-Symbol Recognition	F&P Classroom	Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson Heggerty Phonics

Second Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonological/ Phonemic Awareness	F&P Classroom	Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson Heggerty Phonics
	Phonics	F&P Classroom	Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson Heggerty Phonics
	Orthography (Spelling)	F&P Classroom	Fundations/Fountas and Pinnell/ Firsthand Phonics Lesson
	Oral Reading Fluency	F&P Classroom	Fundations/Guided Reading/Isation
	Reading Comp	F&P Classroom	Guided Reading/Istation

Third Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonics	F&P Classroom	Wilson/Fountas and Pinnell/ Firsthand Phonics Lesson
	Orthography(Spelling)	F&P Classroom	Wilson/Fountas and Pinnell/ Firsthand Phonics Lesson
	Oral Reading Fluency	F&P Classroom	Wilson/ Guided Reading/Istation
	Reading Comp.	F&P Classroom	Guided Reading, Istation

Fourth - Fifth Grades	Skill Component	Tier 1 Core Instruction	Intervention
	Phonics	F&P Classroom	Wilson/Istation/Fountas and Pinnell/Firsthand Phonics Lesson
	Orthography(Spelling)	F&P Classroom	Wilson/Istation/Fountas and Pinnell/Firsthand Phonics Lesson
	Oral Reading Fluency	F&P Classroom	Wilson/Istation/Fountas and Pinnell/Firsthand Phonics Lesson
	Reading Comp.	F&P Classroom	Wilson/Istation/Fountas and Pinnell/Firsthand Phonics Lesson

Sixth-Eighth Grades	Skill Component	Tier 1 Core Instruction	Intervention
	Phonics	StudySync	Wilson Reading, StudySync, LA 2.0
	Orthography(Spelling)	StudySync	Wilson Reading, StudySync, LA 2.0
	Oral Reading Fluency	StudySync	Wilson Reading, StudySync, LA 2.0
	Reading Comp.	StudySync	Wilson Reading, StudySync, LA 2.0

Nine- Twelve Grades	Skill Component	Tier 1 Core Instruction	Intervention
	Oral Reading Fluency	Instruction based on MLS	Wilson Reading, Reading Skills Class
	Reading Comp.	Instruction based on MLS	Wilson Reading, Reading Skills Class

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
 - MTSS
 - Paraprofessional
 - SLP
 - Other, specify

Professional Development for Dyslexia

The Montgomery County R-II District will provide two hours of dyslexia inservice training to all practicing staff grades kindergarten-twelve during the 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	January Monday PD day	Monday PD days throughout the school year
i-Ready (Assessment)	K-8	September PD day	February PD day
(Analysis of assessment)	K-8	September PD day	February PD day
(Intervention)	K-5 grade level teachers	October Monday PD day	Monday PD days throughout the school year

Communication to District Staff and Board of Education

Montgomery County R-II District staff and Board of Education will be provided information in 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 during the school year.

Communication Action Steps	Audience	Format	Dates
Review of Dyslexia Plan	Board of Education	Electronic copy	July of each year

Discussion of the plan	MCR-II Staff	Dialogue	BoY staff meeting
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Parent Communication

Montgomery County R-II School District will provide information to parents regarding aspects of this plan. The following actions will be taken by the district.

Communication Action Steps	Audience	Format	Dates
A copy of the plan will be available at the building level and posted to the district website	Parents	Electronic copy	BoY
If a student is found to be at risk per the screener, the student will be placed in an intervention group and a letter will be sent home.	Parents	Hard copy	As needed throughout the year