



**ELEMENTARY**

**&**

**JH/HS**

**DYSLEXIA PLAN**

**2025-2026**

## **Viburnum Elementary Dyslexia Plan**

The purpose of this document is to outline the actions of the Viburnum Elementary 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.

### **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 fifth grade (and above\*) will be screened within the first thirty days of the year or by October 17th (whichever comes first), mid and end of the year benchmarking, which will be completed within the last thirty days of the school year. Progress monitoring shall occur for students not meeting norms.
- Kindergarten will be screened by November 15. Kindergarten will also be screened within the last thirty days of the school 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 4-5 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 the Title I staff and classroom teachers. Training for individuals will be outlined in the professional development section of this document.

\*all students with continued RSPs.

## KINDERGARTEN

Skill Component	Screener Name	Classroom Diagnostic - Next Steps	Explicit Instruction Based on Focused Student Need
Phonological/ Phonemic Awareness	<b>Renaissance STAR Early Literacy</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Big Book of Blending - Blend Sounds to Decode Words</li> <li>• Elkonin Boxes</li> <li>• Informal Assessment Daily - Beginning, Medial, and Final Sounds, Rhyming Words</li> <li>• Science of reading based strategies</li> </ul>
Letter Naming Fluency	<b>Renaissance STAR Early Literacy STAR CBM READING</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Tactile Letter Cards</li> <li>• Letter Activities - Point and Find, Point and Say, Point and Say Sound</li> <li>• Science of reading based strategies</li> </ul>
Rapid Automatic Naming	<b>Renaissance STAR CBM Reading</b>		<ul style="list-style-type: none"> <li>• Flashcards of Object Pictures, Colors, Symbols</li> <li>• Science of reading based strategies</li> </ul>
Phonics/Sound/Symbol Recognition	<b>Renaissance STAR Early Literacy</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Word Building - Tap and Map Activities</li> <li>• Segment and Write</li> <li>• Science of reading based strategies</li> </ul>

## FIRST GRADE

Skill Component	Screener Name	Classroom Diagnostic - Next Steps	Explicit Instruction Based on Focused Student Need
Phonological/ Phonemic Awareness	<b>Renaissance STAR Early Literacy</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Elkonin Boxes with Manipulatives</li> <li>• Phoneme Articulation Cards</li> <li>• Isolating Beginning, Middle, and Ending Phonemes</li> <li>• Science of reading based strategies</li> </ul>
Letter Naming Fluency	<b>Renaissance STAR Early Literacy (BOY)</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Tactile Letter Cards</li> <li>• Letter Activities - Point and Find, Point and Say, Point and Say Sound</li> <li>• Science of reading based strategies</li> </ul>
Rapid Automatic Naming	<b>Renaissance STAR CBM Reading</b>		<ul style="list-style-type: none"> <li>• Flashcards of Object Pictures, Colors, Symbols</li> <li>• Science of reading based strategies</li> </ul>
Phonics/Sound/Symbol Recognition	<b>Renaissance STAR Early Literacy</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Six Minute Solutions</li> <li>• Decodable Stories</li> <li>• Segment and Write</li> <li>• Science of reading based strategies</li> <li>• Analogy Charts</li> <li>• Leveled Readers</li> </ul>
Orthography	<b>Renaissance STAR Early Literacy</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Word Wall</li> <li>• Daily Practice Decoding, Spelling</li> </ul>

			and Reading Words with Same Patterns <ul style="list-style-type: none"> <li>• Science of reading based strategies</li> </ul>
Oral Reading Fluency	<b>Renaissance STAR CBM Reading (MOY, EOY)</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Six Minute Solutions</li> <li>• Choral Reading</li> <li>• Echo Reading</li> <li>• Repeated Reading at Independent Level</li> </ul>
Reading Comprehension	<b>Renaissance STAR Early Literacy</b>	<b>Informal Reading Assessments With Leveled Readers (Fiction &amp; Non-Fiction)</b>	<ul style="list-style-type: none"> <li>• Teacher Read Aloud</li> <li>• Leveled Readers</li> <li>• Six Minute Solutions</li> <li>• Science of reading based strategies</li> </ul>

## SECOND GRADE

Skill Component	Screener Name	Classroom Diagnostic - Next Steps	Explicit Instruction Based on Focused Student Need
Phonological/Phonemic Awareness	<b>Renaissance STAR Reading</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Sound Boards</li> <li>• Decoding</li> <li>• Word Patterns, Vowel Sounds and Blends</li> <li>• Science of reading based strategies</li> </ul>
Phonics	<b>Renaissance STAR Reading</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Daily Decoding, Spelling and Memory Word Reading</li> <li>• Alphabet Sound Linking</li> <li>• Word Families</li> <li>• Science of reading based strategies</li> </ul>

Rapid Automatic Naming	<b>Renaissance STAR CBM Reading</b>		<ul style="list-style-type: none"> <li>Flashcards of Object Pictures, Colors, Symbols</li> <li>Science of reading based strategies</li> </ul>
Orthography	<b>Renaissance STAR Reading</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>Word Wall</li> <li>Daily Practice Decoding, Spelling and Reading Words with Same Patterns</li> <li>Read/Write/Pop It - CVC, Sight, Word Family Words</li> <li>Science of reading based strategies</li> </ul>
Oral Reading Fluency	<b>Renaissance STAR Reading Renaissance STAR CBM Reading</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>Six Minute Solutions</li> <li>Choral Reading</li> <li>Echo Reading</li> <li>Repeated Reading at Independent Level</li> </ul>
Reading Comprehension	<b>Renaissance STAR Reading</b>	<b>Informal Reading Assessments With Leveled Readers (Fiction &amp; Non-Fiction)</b>	<ul style="list-style-type: none"> <li>Book Clubs with Book Talk</li> <li>Comprehension Focus Group</li> <li>Journals and Questioning</li> <li>Science of reading based strategies</li> </ul>

## THIRD GRADE

<b>Skill Component</b>	<b>Screener Name</b>	<b>Classroom Diagnostic - Next Steps</b>	<b>Explicit Instruction Based on Focused Student Need</b>
Phonological/Phonemic Awareness	<b>Renaissance STAR Reading</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>Heggerty</li> <li>Read Alouds</li> <li>Word Patterns</li> </ul>

			<ul style="list-style-type: none"> <li>• Vowel Sounds</li> <li>• Blends</li> <li>• Science of reading based strategies</li> </ul>
Phonics	<b>Renaissance STAR Reading</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Decodable Books</li> <li>• Word Work in Guided Reading Groups</li> <li>• Prefix, Suffix Instruction</li> <li>• Science of reading based strategies</li> </ul>
Rapid Automatic Naming	<b>Renaissance STAR CBM Reading</b>		<ul style="list-style-type: none"> <li>• Flashcards of Object Pictures, Colors, Symbols</li> <li>• Science of reading based strategies</li> </ul>
Orthography	<b>Renaissance STAR Reading</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Spelling Rule Instruction and Practice</li> <li>• Word Sorts with Syllable Patterns</li> <li>• Science of reading based strategies</li> </ul>
Oral Reading Fluency	<b>Renaissance STAR Reading Renaissance STAR CBM Reading</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>• Close Reading of Fiction and Nonfiction</li> <li>• Six Minute Solutions</li> <li>• Fluency Self-Assessment and Goal Setting</li> <li>• Science of reading based strategies</li> </ul>
Reading Comprehension	<b>Renaissance STAR Reading</b>	<b>Informal Reading Assessments With Leveled Readers (Fiction &amp; Non-Fiction)</b>	<ul style="list-style-type: none"> <li>• Leveled Book Clubs</li> <li>• Close Reading of Fiction and Nonfiction</li> </ul>

			<ul style="list-style-type: none"> <li>Missouri Reading Initiative (MRI)</li> </ul>
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## FOURTH AND FIFTH GRADE

Skill Component	Screener Name	Classroom Diagnostic - Next Steps	Explicit Instruction Based on Focused Student Need
Phonics	<b>Renaissance STAR Reading</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>Heggerty</li> <li>Prefix, Suffix Instruction</li> <li>Decodable Books</li> <li>Word Work in Guided Reading Groups</li> <li>Science of reading based strategies</li> </ul>
Orthography	<b>Renaissance STAR Reading</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>Vocabulary Words</li> <li>Spelling Rule Instruction and Practice</li> <li>Word Sorts with Syllable Patterns</li> <li>Science of reading based strategies</li> </ul>
Oral Reading Fluency	<b>Renaissance STAR Reading</b>	<b>Renaissance STAR CBM Reading</b>	<ul style="list-style-type: none"> <li>Repeated Reading at Independent Level</li> <li>Close Reading of Fiction and Nonfiction</li> <li>Six Minute Solutions</li> <li>Fluency Self-Assessment and Goal Setting</li> <li>Science of reading based strategies</li> </ul>



Reading Comprehension	<b>Renaissance STAR Reading</b>	<b>Informal Reading Assessments With Leveled Readers (Fiction &amp; Non-Fiction)</b>	<ul style="list-style-type: none"> <li>• Leveled Book Clubs</li> <li>• Close Reading of Fiction and Nonfiction</li> <li>• Missouri Reading Initiative (MRI)</li> <li>• Teacher/Student Reading and Writing Conferences</li> <li>• Science of reading based strategies</li> </ul>
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## **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.

## **SCREENING, 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, Viburnum Elementary 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

## **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:**
  - **Title I Teachers**
  - **Rtl**
  - **Paraprofessional**
  - **SLP**
  - **Other, specify**

## PROFESSIONAL DEVELOPMENT FOR DYSLEXIA

Viburnum Elementary will provide two hours of dyslexia inservice training to all practicing staff grades kindergarten - fifth during the 2025-2026 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 support.

Areas of Training	Staff to Attend	Training Dates
2 Hour Training Required <a href="https://ironc4-mo.safeschools.com/login">https://ironc4-mo.safeschools.com/login</a>	K-5 All practicing staff	<b>Assigned</b> 7/01/2025 <b>Must Be Completed</b> 9/30/2025
Renaissance STAR Assessments, Renaissance Early Literacy Assessments, Renaissance Progress Monitoring, Renaissance Encoding, Renaissance Rapid Naming, Renaissance CBM LETRS Training	Renaissance STAR Assessments - Title Teachers and 2-5 Renaissance Early Literacy Assessments - Title Teachers and K-1 Progress Monitoring - Title Teachers, K-5 Renaissance Encoding - Title Teachers Renaissance Rapid Naming - Title Teachers Renaissance CBM - Title Teachers Classroom Teachers	8/15/25 8/15/25 8/15/25 8/15/25 8/15/25 8/15/25 Ongoing
Analysis of Assessment Renaissance Progress Monitoring	Data Analysis & Data Teams	District Professional Development Days
Intervention <ul style="list-style-type: none"> <li>● MRI (Missouri Reading Initiative)</li> <li>● Superkids Reading Series</li> <li>● Small Group and One-on-One Reading Instruction using science of reading based strategies - LETRS</li> <li>● Expanding and Varying the Reading Curriculum Choices</li> <li>● Guided Reading: Ongoing</li> <li>● Side By Side Reading Program</li> <li>● Reading Comprehension</li> </ul>	K-5 Title I Teachers	Ongoing

## Communication to Elementary Staff, Board of Education and Parents

Viburnum Elementary staff and the board of education will be provided information in spring 2025 regarding the elementary dyslexia plan. The following information will be provided to staff pertaining to screening, analysis, intervention, professional development and communication to stakeholders.

The elementary will continue to update and provide information to the staff and the board of education on a routine basis during the 2025-2026 school year.

Viburnum Elementary 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
Dyslexia Training	All Staff	Online Through: <a href="https://ironc4-mo.safeschools.com/login">https://ironc4-mo.safeschools.com/login</a>	<b>Assigned</b> 7/01/2025 <b>Must Be Completed</b> 9/30/2025
Viburnum Elementary Dyslexia Plan	K-3 Building & 4-5 Building	Presentation	Back to School Meeting
Viburnum Elementary Dyslexia Plan	Board of Education Members	Presentation	September 18
Utilize District Website	Viburnum Elementary Educators & Administrators	Elementary Dyslexia Plan	Posted Annually
Share Student Handbooks with Dyslexia Information	Students & Parents	Student Handbook	Annually as Students Register
Post Publically	Viburnum Elementary Parents/Stakeholders	District Website	Posted Annually
Assessment Results (Students Showing Reading Concerns)	Parents/Guardians	Email or Letter	After Benchmarks
Parent Meeting	Title I Parents K-5 Staff	Seek Input for Plan Development & Implementation	October
Benchmark Assessments	Parents, Students, Teachers	Renaissance	<u>BOY</u> Within first 30 days of school or by October 17, whichever comes first (1-5) <u>MOY</u> By December 22 (K by November 14) <u>EQY</u> Within last 30 days of school



## Iron County C-4 School District

### Viburnum Elementary

20 Missouri Avenue  
Viburnum, MO 65566

October 2025

Dear Parent/Guardian,

In accordance with HB 2379, all students in K-3rd grade must be screened for dyslexia markers. This is in no way a diagnosis of any kind. This is just a tool to see if your child could benefit from more intensive intervention.

Universal screening of essential reading skills was completed as part of the district's Dyslexia assessment and indicated that your child needs more practice in the following skill area(s):

- **Phonemic Awareness** - the ability to manipulate sound patterns within words
- **Rhyming** - being able to distinguish word patterns that rhyme
- **Rapid Color & Object Naming** – the ability to efficiently label colors & different visual objects
- **Letter & Sound Naming** - the ability to identify letters efficiently & to know their associated sounds
- **Decoding** - the ability to apply phonics knowledge to read known and unknown words
- **Word Recognition** - the ability to read words accurately and fluently
- **Oral Reading Fluency** - the ability to read with appropriate rate, accuracy and expression
- **Reading Comprehension** - the ability to understand and make connections with text

If you have any questions or concerns, please contact me.

Respectfully Yours,

Mrs. Michelle Merseal

*Please Note: This is a plan for instruction and not a special education or a related service under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. Screening was completed in accordance with the Missouri requirements to identify children who may be at risk with dyslexia. If your child's response to intervention indicates a long-term problem which may require special education and related services, a referral will be made for evaluation. You may also request an evaluation to determine if your child has a disability and is eligible for special education and related services by notifying your child's teacher or me.*

## **Viburnum High School Dyslexia Plan**

The purpose of this section of the district assessment plan is to outline the actions of Viburnum High School, a school in the Iron County C-4 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.

### **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:

- A student will be screened in grades 6-12 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 Iron County C-4 School District staff. Training for individuals will be outlined in the professional development section of this document.

## 6th-12th Grade

Skill Component	Screener Name	Classroom Diagnostic - Next Steps	Explicit Instruction Based on Focused Student Need
Phonics	Renaissance STAR Reading I-Ready Diagnostic (6-8)	KTEA-3 WIAT-4	<ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Prefix, Suffix Instruction</li> <li>• Decodable Books</li> </ul>
Orthography	Renaissance STAR Reading	KTEA-3 WIAT-4	<ul style="list-style-type: none"> <li>• Vocabulary Words</li> <li>• Spelling Rule Instruction and Practice</li> <li>• Word Sorts with Syllable Patterns</li> </ul>
Oral Reading Fluency	Renaissance STAR Reading	KTEA-3 WIAT-4	<ul style="list-style-type: none"> <li>• Repeated Reading at Independent Level</li> <li>• Close Reading of Fiction and Nonfiction</li> <li>• Fluency Self-Assessment and Goal Setting</li> </ul>
Reading Comprehension	Renaissance STAR Reading I-Ready Diagnostic (6-8)	KTEA-3 WIAT-4 Gate-MacGinitie Test	<ul style="list-style-type: none"> <li>• Leveled Book Reading</li> <li>• Close Reading of Fiction and Nonfiction</li> </ul>
Phonological/Phonemic Awareness	Renaissance STAR Reading I-Ready Diagnostic (6-8)	KTEA-3 WIAT-4	<ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Read Alouds</li> <li>• Word Patterns</li> <li>• Vowel Sounds</li> <li>• Blends</li> </ul>
Rapid Automatic Naming	RAN/RAS		<ul style="list-style-type: none"> <li>• Flashcards of Object Pictures, Colors, Symbols</li> </ul>

## PROFESSIONAL DEVELOPMENT FOR DYSLEXIA

Viburnum Junior High/High School will provide two hours of dyslexia inservice training to all practicing staff grades sixth - twelfth during the 2025-2026 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 support.

Areas of Training	Staff to Attend	Training Dates
2 Hour Training Required <a href="https://ironc4-mo.safeschools.com/login">https://ironc4-mo.safeschools.com/login</a>	6-12 All practicing staff	<b>Assigned</b> 10/18/23 <b>Must Be Completed</b> 10/31/23
Renaissance STAR Assessments, Renaissance Progress Monitoring, I-Ready	Renaissance STAR Assessments - ELA Teachers Progress Monitoring - ELA Teachers I-Ready - JH ELA	8/17/23  8/17/23  11/6/23
Analysis of Assessment Renaissance Progress Monitoring	Data Analysis & Data Teams	District Professional Development Days
Intervention <ul style="list-style-type: none"> <li>● MRI (Missouri Reading Initiative)</li> <li>● Heggerty</li> <li>● Small Group and One-on-One Reading Instruction</li> <li>● Expanding and Varying the Reading Curriculum Choices</li> <li>● Guided Reading: Ongoing</li> <li>● Reading Comprehension</li> </ul>	6-12	Ongoing



## Communication to Junior/High School Staff, Board of Education and Parents

Viburnum Junior/High School staff and the board of education will be provided information in spring 2025 regarding the Junior/High School dyslexia plan. The following information will be provided to staff pertaining to screening, analysis, intervention, professional development and communication to stakeholders.

The Junior/High School will continue to update and provide information to the staff and the board of education on a routine basis during the 2025-2026 school year.

Viburnum Junior/High School 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
Dyslexia Training	All Staff	Online Through: <a href="https://ironc4-mo.safeschools.com/login">https://ironc4-mo.safeschools.com/login</a>	<b>Assigned</b> 7/01/2025 <b>Must Be Completed</b> 9/30/2025
Viburnum Junior/High School Dyslexia Plan	6-12th grade Teachers	Presentation	December 6
Viburnum Junior/High School Dyslexia Plan	Board of Education Members	Presentation	November 16
Utilize District Website	Viburnum Junior/High School Educators & Administrators	Junior/High School Dyslexia Plan	Posted Annually
Share Student Handbooks with Dyslexia Information	Students & Parents	Student Handbook	Annually as Students Register
Post Publically	Viburnum Junior/High School Parents/Stakeholders	District Website	Posted Annually
Assessment Results (Students Showing Reading Concerns)	Parents/Guardians	Email or Letter	After Benchmarks
Benchmark Assessments	Parents, Students, Teachers	Renaissance	<u>BOY</u> Within first 30 days of school <u>MOY</u> By December 22 <u>EOY</u> Within last 30 days of school

## **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 and in compliance with the task force recommendations under section 633.420.

## **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, Viburnum High School will provide support consistent with the findings of the assessments listed above. "Supports" are low-cost and effective best practices, such as oral examinations and extended test-taking periods. A list of example accommodations that benefit students with dyslexia can be found on pages 6-9 of DESE's LEA Guidance for Serving Students At-risk for Dyslexia. This document can be found at the following location: <https://dese.mo.gov/sites/default/files/curr-dyslexia-serving-students-at-risk-lea-guidance.pdf>

Please note that not all students at risk for dyslexia will require all the possible supports and accommodations. It is important to match and scaffold the supports with the student's individual need.