Momentum Academy Dyslexia Plan
2022-2023
LEA Dyslexia Tracker

Overview:

The purpose of this document is to outline the state requirements, guidance and the implementation of the Dyslexia requirements.

Who is Screened?
Each student Kindergarten through Grade 3 each year.

- Grades 1-3 should be screened by **September 20th 2022**, with follow up by **December 20th** and **May 20th** for systematic documentation of progress or lack of progress.

- Kindergarten initial screening should occur no later than **January 31st** and also **May 20th** for systematic documentation and progress monitoring

Exemptions:

- Existing diagnosis of dyslexia
- Students with a sensory impairment (visual/auditory)
- Severe intellectual disabilities
- English learners where native language assessments and properly trained bilingual staff related to administration and interpretation of results is unavailable

Screening Tools
Based on the skill components required to be screened the following assessments will be used collaboratively to provide a well rounded understanding of the scholars challenges.

1. DIBELs mCLass
    - Components included in assessment: Phonological Awareness (Phonemic Awareness), Letter Naming, Sound Symbol/ Phonics, Reading Comprehension and Spelling

Criteria to be considered AT- RISK

Fall

Grade	BOY	MOY	EOY
K	<305	<370	<419
1st	<329	<388	<440
2nd	<328	<388	<438
3rd	<331	<392	<441
NEW 4th -12th without previous Data	<330	<398	<441

Supports & Accommodations

In the 2022-23 school year and subsequent years, the school board of each district and the governing board of each charter school shall provide reasonable classroom support consistent with the findings and recommendations of the task force created under section 633.420. "Support" is low-cost and effective best practices, such as oral examinations and extended test-taking periods. Support may include but are not limited to intervention work with Teacher Assistant, Specials Teachers or Learning Support Specialist.

The following is a list of example accommodations suggested that benefit students with dyslexia. Note that not all students at risk for dyslexia will require all the possible supports. It is important to match and scaffold the supports with the student's individual need.

- **Establish repeated exposure & review**
- Check often for understanding
- Provide extended time for oral responses
- Provide extended time for written responses
- Make available teacher-provided study guides
- Reduce copying by providing information on worksheets or handouts avoid copying notes or outlines from boards or overheads, allowing students to focus on processing information instead of laboring to write it and losing the intent and meaning.
- Avoid far and near-point copying
- Avoid use of worksheets that require "page flipping," e.g. map on one side of page, questions on other side. Provide students with two sheets of paper so that questions and source material can be in the same field of vision.
- Use manipulatives when possible in math & science
- Use graphic organizers

• Use visual aids
• Use marker to highlight important textbook sections
• Use peer readers
• Encourage use of planners & calendars
    - Provide accommodations for directions
• Use both oral and printed directions
• Chunk directions into small steps using as few words as possible
• Outline number and sequence steps in a task
• **Consider page layout and font usage when creating classroom material; avoid script, irregular columns, break information into smaller chunks on page. Use 12 to14-point font in evenly spaced sans serif fonts such as Ariel and Comic Sans; avoid underlining, italics, and text in bold caps. Provide ample space for written responses. Arrange work from easiest to hardest.**
• Offer preferential seating, e.g. close to positive role model, close to board, close to teacher
• Guide opportunities for student response in manner that supports memorization challenges
• Post charts, graphs, number line, etc. in class, including alphabet charts and number charts (assists with letter & number formation & working memory issues)
• Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.)
• Provide noise buffers such as headphones, ear phones or ear plugs
• Reduce visual distractions in the classroom
• Allow student to type written work
• Provide access to word prediction software, text-to-speech software, extensions, typewriter to edit fillable forms; PDF worksheets (teacher scans worksheet & worksheet can then be edited by student using tools; document conversion)
• Provide access to word prediction software, text-to-speech & speech-to-text software or extensions for written assignments

• Allow for frequent breaks and vary activity (when frustrated)
• Avoid penalizing for penmanship or spelling errors
• Allow student to record or type assignments
• Offer use of scribe
• Provide extended time for completion
• Reduce pen-to-paper assignments
• Give option to give oral presentations instead of written reports
• Shorten assignments or break large assignments into chunks
• Avoid word searches, crossword puzzles, letter jumbles or "fill in the letter" riddle math sheets
Tests Exams
• Consider performance-based measures
• Use alternative test formats
    - fewer selections for multiple choice
    - Chunk matching questions into smaller sections
    - Give word bank for fill in the blank, and short answer
    - Provide word bank for "labeling tests," such as states & capitals, parts of a microscope, etc.
    - Avoid essay questions
• Allow extended time for completion
• Read test to student
• Provide alternative seating for testing (so test can be read to student away from peers)

• Avoid penalizing for spelling, punctuation or grammar
• Allow oral responses or scribe
• Allow the student to complete an independent project as an alternative test
• Read and explain word problems, or break problems into smaller steps.
• Allow use of times tables chart or math charts / calculator on assignments & exams
• Allow use of graph paper for working math problems or allow students to turn lined paper vertically creating columns for numbers

Interventions

Interventions may include the following:

- DOLCH Sight Words
- Guided Reading
- Fluency Practice
- Lexia Digital Specialized Learning

Instructional Principles (How to teach it)

• Systematic and cumulative
• Sequential
• Explicit, direct instruction
• Synthetic and analytic
• Comprehensive and inclusive Successful intervention contains the following:
• Aggressively address and correct students' phonological awareness difficulties and teach phonological awareness to the advanced level
• Provide phonic decoding instruction and/reinforcement
• Provide ample opportunities to apply developing skills to reading connected text. (Kilpatrick, 2016)

Center for Effective Reading Instruction (CERI)

Professional Development

PD options for staff members to meet the 2-hour yearly mandate. This is not an all-inclusive, recommended or approved list. Districts may choose to differentiate professional development by utilizing various options based on educational roles, grade levels, or student/teacher needs

Professional Development	**Legal Requirement (DESE)**	**Links**
Overview of Dyslexia for Elementary Schools Free, online modules created by DESE	**All staff Topics will include:** ***Overview - characteristics** ***Support/accommodations** ***Assistive Technology** ***Reading Components**	**Overview** **Characteristics K-5**

Resources:
Serving students at-risk for Dyslexia Guidance to LEAs

Momentum Academy

Scholar: _____ Grade _____ Date of Screening _____

Universal screening of essential reading skills and risk factors related to dyslexia was completed as part of the district assessment plan and indicates that your child has the following risk factor(s) related to dyslexia:

	Phonological awareness		Orthography
	Sound/symbol recognition		Reading comprehension
	Alphabet knowledge (letter naming fluency)		Word Recognition
	Rapid automatic naming		Other:
	Word recognition fluency		Other:

To help improve your child's foundational reading skills, targeted intervention will be provided ____ times a week. Each intervention session will last approximately ____ minutes. Interventions will be provided by teachers or district staff under teacher supervision. Strategies and interventions to be implemented will include the following:

_____
_____.

Progress monitoring will be completed to measure your child's response to the intervention and to guide decisions about further intervention or assessment. Should you have questions about your child's screening or intervention plan, please contact your building Principal.

Principal:_____ Date:____/ ____/____

Note: This is a plan for intervention 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 requirement to identify children who may be at risk for 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.

Office use only:

Date sent home ___/____/_____ *Entered in IC ____/____/_____* *Student File: ____*