



## Dyslexia SEA 217 Plan

It is mandated by the state of Indiana that all kindergarten, first grade, and second grade students take a universal dyslexia screener to determine if students are at risk of having dyslexia. Dyslexia is a specific neurological learning disability. Students with dyslexia demonstrate difficulties with letters, letter sounds, word recognition, decoding, and spelling.

<p><b>What Universal Screeners do we use for all kindergarten, first, and second graders?</b></p>	<p>PALS K &amp; PALS 1-3</p> <p>Arkansas Rapid Automatic Naming Screener</p> <ul style="list-style-type: none"> <li>● from IDOE</li> </ul>
<p><b>What is the window in which the students must be tested?</b></p>	<p>Kindergarten - 2nd Grade:</p> <ul style="list-style-type: none"> <li>● 90 days</li> <li>● If student moves in after the 90 day period, test as soon as possible.</li> </ul> <p>Third Grade:</p> <ul style="list-style-type: none"> <li>● If a third grader's teacher notices a low competency in any screener subset area, the student must be tested within 90 days.</li> </ul>
<p><b>How will we determine who's "At Risk" and "At Some Risk" for dyslexia?</b></p>	<ul style="list-style-type: none"> <li>● Follow PALS National Benchmarks</li> <li>● Follow NWEA National Benchmarks</li> <li>● Follow teacher data</li> </ul>
<p><b>What is our Level I Screening process?</b></p>	<p>If a student receives an "at risk" or "at some risk" rating on the Universal Screeners:</p> <ol style="list-style-type: none"> <li>1. Parents will be notified of the student's screening results and permission will be obtained to complete Level I Screeners.</li> <li>2. Parents will be given an informational brochure on:             <ol style="list-style-type: none"> <li>a. Characteristics of dyslexia</li> <li>b. Appropriate interventions and accommodations for students with dyslexia</li> <li>c. A statement that parents may elect to have the student receive an educational</li> </ol> </li> </ol>

	<p>evaluation by the school</p> <p>3. The Level I Screeners will be completed as soon as permission is given by the parents.</p> <p>a. Students will still receive dyslexia interventions if parents opt out of further screenings.</p>
--	---

<b>What is the process for collecting data on how many students were found to be “at risk” or “at some risk”?</b>	Data will be collected by the Reading Specialist. She will have a list of how many students were tested, students “at risk”, and students “at some risk.” She will provide this information to her school Principals, to place in the reading plan. This information will also be located on the Mississinewa Community Schools website.
<b>What is the process for collecting data on which dyslexia intervention program(s) are used and the number of students receiving interventions?</b>	The Reading Specialist will organize and report which specific intervention programs, Brainspring’s Phonics First - Orton Gillingham Program, are being used for the students and the tier of each intervention. The intervention programs and the number of students who received interventions will be listed on the Mississinewa Community Schools website.
<b>Process for collecting data on the TOTAL number of students identified with dyslexia</b>	The Reading Specialist will gather data of students who do not make adequate progress with the RTI/MTSS interventions and progress monitoring. These students may be evaluated further and possibly identified with a medical and educational dyslexia diagnosis. The number of students diagnosed with dyslexia will be reported on the Mississinewa Community Schools website.

## 2020 - 2021 School Year

Students Tested	“At Risk” Students	“At Some Risk” Students
502	43	106

Intervention Program & Tier Level	Tier I - PALS Interventions within the Classroom	Tier 2 Phonics First Orton-Gillingham Small Group Interventions	Tier 3 Phonics First Orton-Gillingham 1:1 or 1:2 Interventions
<b>Number of Students Receiving the Intervention</b>	Kindergarten - 37 1st Grade - 54 2nd Grade - 46 3rd Grade - 31	Kindergarten - 21 1st Grade - 51 2nd Grade - 46 3rd Grade - 31	Kindergarten - 10 1st Grade - 12 2nd Grade - 20

<b>Number of Students Who Didn't Make Adequate Progress During RTI/MTSS</b>	<b>Students Identified with Dyslexia</b>
10	7 (3 pending evaluation)

## 2019 - 2020 School Year

<b>Students Tested</b>	<b>"At Risk" Students</b>	<b>"At Some Risk" Students</b>
513	38	57

<b>Intervention Program &amp; Tier Level</b>	<b>Tier I - PALS Interventions within the Classroom</b>	<b>Tier 2 Phonics First Orton-Gillingham Small Group Interventions</b>	<b>Tier 3 Phonics First Orton-Gillingham 1:1 or 1:2 Interventions</b>
<b>Number of Students Receiving the Intervention</b>	Kindergarten - 18 1st Grade - 19 2nd Grade - 24 3rd Grade - 18	Kindergarten - 19 1st Grade - 22 2nd Grade - 30 3rd Grade - 6	Kindergarten - 12 1st Grade - 9 2nd Grade - 9 3rd Grade - 3 (2 IEP) 4th Grade - 4 (IEP) 5th Grade - 1 (IEP)

<b>Number of Students Who Didn't Make Adequate Progress During RTI/MTSS</b>	<b>Students Identified with Dyslexia</b>
4	2 (and 2 pending evaluation)