Dyslexia Development Plan Outline

Introduction:

- **District Goals and Expectation Regarding Dyslexia**

Description	Year	Target	Actual		Result	
Increase the % of students reading on grade level - high school	2022-2023	baseline	57.8			-
	2023-2024	59.3	-			-
	2024-2025	-	-			-
Increase the % of students reading on grade level - elementary - 3rd, 4th, 5th	2022-2023	baseline	53.5, 45.8, 63.7			-
	2023-2024	55, 47.3, 65.2	-			-
	2024-2025	-	-			-
Increase the % of students reading on grade level - middle - 6th, 7th, 8th	2022-2023	baseline	49.3, 63.6, 75.4			-
	2023-2024	50.8, 65.1, 76.9	-			-
	2024-2025	-	-			-
RCPS will increase the overall CCRPI score at the elementary school level	2022-2023	baseline	not yet released			-
	2023-2024	-	-			-
	2024-2025	-	-			-
RCPS will increase the overall CCRPI score at the middle school level	2022-2023	baseline	not yet released			-
	2023-2024	-	-			-
	2024-2025	-	-			-
RCPS will increase the overall CCRPI score at the high school level	2022-2023	baseline	not yet released			-
	2023-2024	-	-			-
	2024-2025	-	-			-

The strategic plan is based on the district's board meeting notes from January 2023 where board members discussed trying to make sure that they implement the Dyslexia endorsement with at least 15 participants.

- **Definition of Dyslexia**

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (GADOE, 2022).

- **Myths regarding Dyslexia**

Dyslexia stands out as one of the most frequently reported learning disabilities in educational settings, manifesting across various writing systems. Despite its prevalence, misconceptions persist regarding the nature of the condition and the optimal strategies for supporting students identified as dyslexic. Affecting about one in five students and often exhibiting a hereditary component, dyslexia is occasionally misconstrued as a visual issue, involving letter reversals or backward writing. However, current research suggests that the disorder is intricately linked to decoding, especially the ability to associate letters with sounds and recognize fundamental morphemic sound units in written language.

Dyslexia extends its impact beyond reading difficulties to influence spelling, writing, and mathematics. Importantly, the manifestation of dyslexia varies among learners, as highlighted by Vaughn and Fletcher,(2021). Dispelling myths is crucial for creating a supportive environment for individuals with dyslexia. Education, awareness, and early intervention are key components in helping individuals with dyslexia thrive academically and personally. Some of the most prevalent myths are:

- Smart people can’t be Dyslexic.

- People that have dyslexia read backwards.
- Dyslexia can be outgrown.
- Dyslexia is a medical diagnosis
- People with Dyslexia cannot read.

- **GA Senate Bill 48**

Dyslexia Activities One Pager cd.docx (gadoe.org)
Senate Bill 48 In 2019 the Georgia Assembly passed Senate Bill 48 (S.B. 48) into law. The bill required the State Board of Education, State Superintendent, GaDOE, and Georgia Professional Standards Commission to:
> develop policies for referring certain elementary students for dyslexia screening,
> create a dyslexia informational handbook to assist school districts,
> provide professional development opportunities on dyslexia for teachers,
> create a dyslexia endorsement for teachers, and
> add instruction on dyslexia and response to intervention to existing standards for teacher preparation programs.

Best Practice for Supporting Students with Dyslexia:

In the realm of best practices for supporting students with dyslexia, one approach that stands out is structured literacy. Initially termed by the International Dyslexia Association, structured literacy is defined by the delivery of methodical, clear instruction that incorporates listening, speaking, reading, and writing. It places a strong emphasis on understanding the language's structure, encompassing the speech sound system (phonology), the writing system (orthography), sentence structure (syntax), meaningful word components (morphology), word relationships (semantics), and the organization of spoken and written discourse. This approach serves as a foundational framework to address the unique needs of learners with dyslexia, fostering comprehensive literacy skills. (Spear-Sterling, 2022)

In the pursuit of best practices for supporting students with dyslexia, it is crucial to begin with a valid screener to identify potential dyslexia indicators. Continuously monitor students' progress and data to discern their strengths and weaknesses. Should there be an indication of

dyslexic tendencies, examine the specific areas where a student may require additional support and provide tailored assistance (Abercrombie, 2023).

Structured Literacy emerges as a highly effective approach for students with dyslexia, delivering systematic and explicit instruction in reading, writing, and language skills. Some effective research based best practices to seamlessly integrate this approach to produce a holistic approach that provides results for students with dyslexia are:

- *Multisensory Techniques*: employ multisensory teaching methods engaging sight, sound, and touch. Activities involving seeing, hearing, and touching letters and words, including tools like sandpaper letters, enhance learning.
- *Phonemic Awareness*: concentrate on developing phonemic awareness, manipulating individual sounds in spoken language. Activities like phoneme segmentation and blending exercises establish a robust foundation for reading.
- *Systematic Phonics Instruction:* deliver systematic phonics instruction that logically teaches the relationship between sounds and corresponding letters. This aids students in decoding words efficiently.
- *Decoding and Encoding Practice:*provide ample opportunities for decoding and encoding practice, contributing to both reading and spelling skills, fostering overall literacy development.
- *Structured Language Lessons*: deconstruct language concepts into manageable parts through explicit lessons targeting specific skills like syllable division, morphemes, and word roots, enhancing understanding.
- *Sequential and Cumulative Instruction*: follow a sequential and cumulative approach, building on previously learned skills. Each lesson reinforces and expands upon prior knowledge, facilitating gradual mastery of more complex concepts.
- *Visual Organization:* utilize visual aids and organizers to assist students in organizing information. Clear charts, diagrams, and color-coded materials help in connecting sounds and symbols.

- *Regular Progress Monitoring*: implement regular progress monitoring to track each student's development, adjusting instruction based on individual needs and providing additional support when required.
- *Explicit Vocabulary Instruction:* incorporate explicit vocabulary instruction to boost comprehension. Teach word meanings explicitly, providing context for how they fit into sentences and passages.
- *Reading Fluency Practice:* encourage regular reading practice to enhance fluency. Activities like reading aloud, paired reading, and listening to modeled reading contribute to the development of fluent reading skills.

By seamlessly integrating these best practices within the Structured Literacy approach, educators create a supportive learning environment that effectively addresses the unique needs of students with dyslexia, fostering their literacy skills and overall academic success.

Ensuring educators possess the essential skills and knowledge to effectively teach students with dyslexia is vital, and professional development plays a key role in achieving this goal. Meeting the distinctive needs of these students demands specialized training that extends beyond traditional teaching methods. Through dedicated investment in comprehensive and continuous professional development, both experienced teachers and preservice teachers can cultivate the expertise necessary to establish inclusive, supportive, and effective learning environments for students with dyslexia. This proactive approach not only enhances educational outcomes but also positively influences the overall educational experience of students with dyslexia.

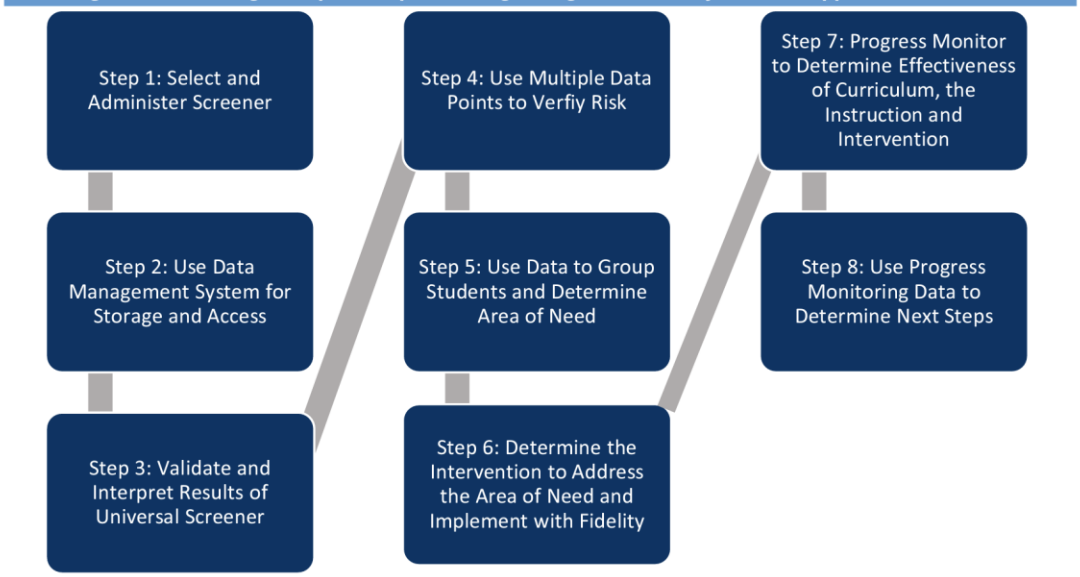
Team Members:

Name	Position	Role	Timeline for identification of team members
[redacted]	Reading Specialist	Dyslexia Endorsed Specialist	1 year
[redacted]	Reading Specialist	Dyslexia Endorsed Specialist	1 year
[redacted]	Reading Specialist	General Education Teacher	1 year
[redacted]	MTTS	MTSS/SST/Chair or Team Member	1 year
[redacted]	Lead Psychologist	Psychologist	1 year
[redacted]	RTI Coordinator	MTSS/SST/Chair or Team Member	1 year
[redacted]	Lead Teacher for Compliance at RCA, EPIC, GAA Program at Rockdale	School Administrator	1 year

IMPLEMENTING GEORGIA'S TIERED SYSTEM OF SUPPORTS FOR STUDENTS

Eight critical steps are needed to implement Georgia's Tiered System of Supports for Students. These steps are listed in the flowchart below.

Figure 4.2: The Eight Steps to Implementing Georgia's Tiered System of Supports for Students



Step 1: **Select and Administer a Screener**

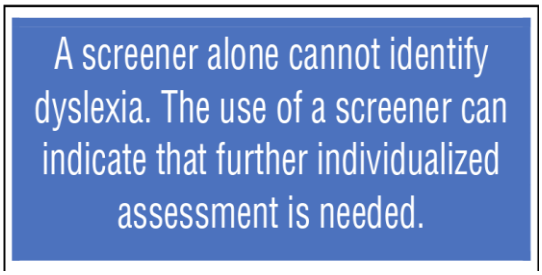
Refer to screening sections in the GaDoE Dyslexia Handbook for essential components of universal screeners by grade level. Please select a screener from the list.

Tool	Publisher/Organization	Website
Acadience Reading (also published under the name DIBELS Next)	Amplify Education, LLC (mCLASS: DIBELS Next)	www.amplify.com/contact/form
	Dynamic Measurement Group (DMG)	https://acadiencelearning.org/ acadiencereading.html
FAST (Early Reading Composite + CBM reading)	FastBridge Learning	www.fastbridge.org

Figure-4:3

Universal Screener	Research Support (Valid, Reliable, Evidence-Based)	Team Decision to Utilize	Timeline for Implementation
Acadience	Acadience aligns with Dyslexia because it tests students in order to determine their ability to identify letters in the alphabet, vocabulary and oral language, and students ability to recognize numbers. (Acadience Math Assessments (For K - 6) | Acadience Learning)	Yes	This tool will be administered in August (Begining of the year), December (Middle of the year), and April (Close to the end of the school year).
FAST	The FAST assessment is a great tool to measure important early literacy skills; some of the areas assessed are : alphabetic principle, decoding, and word recognition.	Yes	Students will be assessed based on their performance on the acadience assessment.

Step 2: Use Data Management System for Storage and Access-



The data will be stored and accessed through the manuel score benchmark entry document that is in Acadience. Student data will also be stored in a seperate excel spreadsheet for teacher documentation.

Step 3: Validate and Interpret Results of Universal Screener

In reference to the research citation, the interpretation of dyslexia screening results is a crucial aspect of the screening process. Administering the screener involves a comprehensive analysis of individual performance, considering various factors such as reading accuracy, fluency, and comprehension.

Additionally, during step 3 of the implementation, the characteristics of dyslexia rubric will be utilized to further refine the assessment. This rubric helps in identifying specific characteristics associated with dyslexia, providing a more nuanced understanding of the individual's challenges and strengths. This holistic approach enhances the effectiveness of the screening process and informs targeted interventions for individuals identified with dyslexia.

Validate Results (How?)	Identify the **students** who are potentially at-risk of developing: - Dyslexia - Reading Failure - Reading Difficulty - Delay in Reading Development - Deficits in Phonological Awareness - Verbal Working Memory

	Measure Risk by: - Diagnostics Results - Platform that Prioritizes Early Intervention.
Interpret Results (How?)	Data: - Gather Data and Set Benchmark for **Achievement Levels** (Proficient, Development, Beginner) - **Identify Domains** and Filter Results Based on Achievement Levels. - Identify Interventions --> Align with Learning Levels - **Create Learning Goals and Groups** Based on Data.

Step 4: Use Multiple Data Points to Verify Risk

	Universal Screening Tool	Outcome	Screening Tool	Outcome/Hypothesis
Student 1	**Acadience Reading** (also published under the name **DIBELS Next**) www.amplify.com/contact/form	**Well-Below Benchmark** *Student was deficient in phonics, fluency, vocabulary, and comprehension.	**FAST** (Early Reading Composite + CBM reading) www.fastbridge.org	**High Risk** • Urgent interventions need to be put into place. For this student. • Student will be placed in the System44 program
Student 2	**Acadience Reading** (also published under the name **DIBELS Next**) www.amplify.com/contact/form	**Well-Below Benchmark**	**FAST** (Early Reading Composite + CBM reading) www.fastbridge.org	**Some Risk** • Student will receive additional support by attending Program Eagle Tutoring 3 times a week.
Student 3	**Acadience Reading** (also published under the name **DIBELS Next**)	**Below Benchmark**	**FAST** (Early Reading Composite + CBM reading)	**High Risk** • Interventions need to be put into place. For this student.

	www.amplify.com/contact/form		www.fastbridge.org	• Student will be placed in the System44 program. • Student will also attend Program Eagle Tutoring for Reading and ELA.
Student 4	**Acadience Reading** (also published under the name **DIBELS Next**) www.amplify.com/contact/form	**Below Benchmark**	**FAST** (Early Reading Composite + CBM reading) www.fastbridge.org	**Below Bemchmark** • Interventions need to be put into place. For this student. • Student will be placed in the System44 program. • Student will also attend Program Eagle Tutoring for Reading and ELA.
Student 5	**Acadience Reading** (also published under the name **DIBELS Next**) www.amplify.com/contact/form	**At or Above Grade Level**	**FAST** (Early Reading Composite + CBM reading) www.fastbridge.org	Student did not have to take the FAST because of performance on the **Acadience**.

Beyond universal screeners, a thorough assessment of dyslexia integrates diverse data points, ensuring a comprehensive and precise understanding of an individual's literacy skills. Triangulating the data, which involves drawing from multiple sources such as additional assessment tools like Acadience and STAR Early Literacy, as well as qualitative insights from interviews or student self-reports, enhances the reliability and validity of the assessment. This comprehensive approach is essential due to the intricate nature of dyslexia as a neurodevelopmental condition that varies among individuals. (Curtin,2018)

Educators and district level professionals, can receive a thorough explanation of data and results by analyzing data from various sources, to obtain a more nuanced perspective on an individual's strengths and challenges. This multifaceted analysis surpasses the limitations of a single screening tool, enabling a more accurate identification of dyslexia and facilitating targeted

interventions tailored to the specific needs of each individual. The synergy of universal screeners and diverse data points creates a robust assessment framework, elevating the overall effectiveness of dyslexia identification and intervention strategies.

Step 5: Use Data to Group Students and Determine Area of Need

Grouping and Progress Monitoring	
Step One: Students in the grade level will take a universal screener such as (**Acadience)**. The purpose of the screener is to collect data on students current performance level in reading and math.	**Step Four:** Student groups will be based on the following achievement levels (Distinguished, Proficient, Developing, Beginning).
Step Two: Administrators and Teachers will have to collaborate to set the appropiate domains and benchmarks for the achievement levels.	**Step Five:** Each achievement level will receive a specific intervention that corresponds to the students present ability-levels. (i.e., Small-Group Instruction for Developing – Teacher-Led Group/Think-A-Louds for Beginning Level Learners).
Step Three: After testing is completed, administrators, and teachers will meet formally in a PLC or Content Meeting to interpret the results of the diagnostic. The results of the diagnostic will allow us to create groups of students.	**Step Six:** After a designated time period, administrators, and teachers, will meet during a PLC, and track the progress of the students.

Step 6: Determine the Intervention to Address the Area of Need and Implement with Fidelity

Intervention	Target Area of Need Addressed	Timeline for implementation of interventions
1. **System44** https://www.hmhco.com/programs/iread	**Decoding (Blending)** The program follows the structured literacy approach recommended by the IDA and provides explicit , systematic, and cumulative foundational reading skills instruction for dyslexia intervention	• Student(s) will work on the **System44** platform for 6 weeks.
2. **Project Read** www.projectread.com	**Decoding (Blending)** Uses a scientific proven approach that helps students overcome dyslexia. Designed to remediate struggling readers.	• Student(s) will work on the **Project Read** platform for another 6 weeks.

Step 7: Progress Monitor to Determine Effectiveness of Curriculum, the Instruction and Intervention

Monitoring Tools	Description of Tool	Instructional Actions	Components Addressed
Acadience	**Acadience** provides two types of scores at each benchmark assessment period: (a) a raw score for each individual measure and (b) a composite score. Each of the scores is interpreted relative to benchmarks and cut points for risk to determine if a student's score is at or above the benchmark, below the benchmark, or below the cut point for risk (well below the benchmark).	• deliver instruction in a smaller group or individually • provide more instructional time or more practice • present smaller skill steps in the instructional hierarchy • provide more explicit modeling and instruction • provide greater scaffolding and practice.	• Phonemic Awareness • Alphabetic Principles and Basic Phonics • Advanced Phonics and Word Attack Skills • Accurate and Fluent Reading of ConnectedTtext • Reading Comprehension • Vocabulary and Language Skills
FAST	**FAST** is a suite of 14 subtests that measure important early literacy skills. When used for screening, 4 subtests are administered at a time.	• deliver instruction in a smaller group or individually • provide more explicit modeling and instruction • provide greater scaffolding and practice.	• Onset Sounds • Word Blending • Word Segmenting • Letter Names • Letter Sounds • Decodable Words • Nonsense Words • Sight Words-50 • Sight Words-150

Step 8: Use Progress Monitoring Data to Determine Next Steps

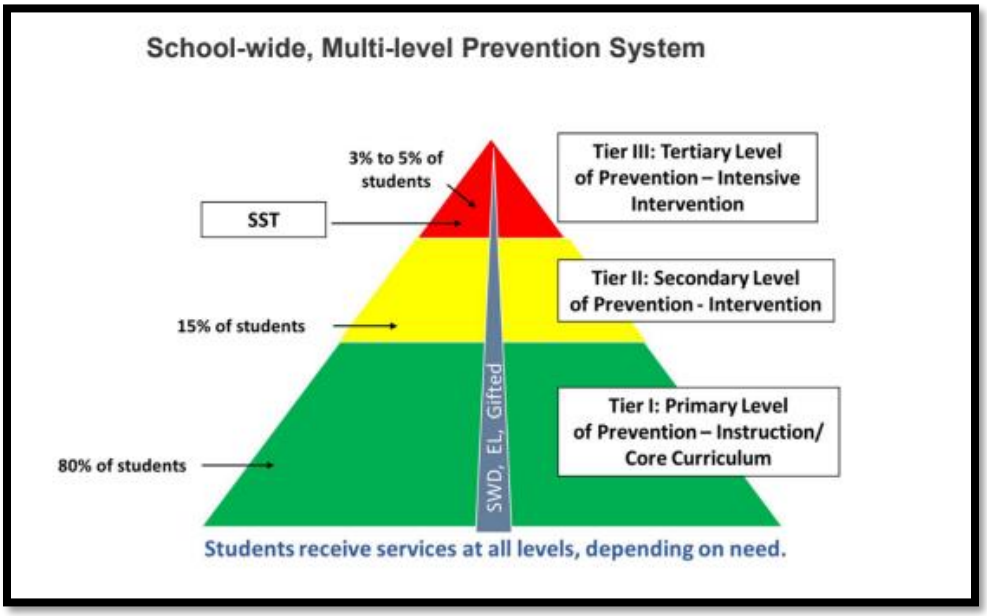


Figure 5:2 – School wide system of supports.

To effectively guide students through interventions and assess their progress, a structured approach is crucial. It is essential to begin with an initial assessment to identify those who may benefit from targeted interventions, utilizing screening tools to pinpoint specific concerns. Schools should implement evidence-based interventions tailored to individual needs, ensuring a systematic and ongoing progress monitoring system is in place through regular formative assessments and data collection. Next, analyze progress monitoring data to identify students positively responding to interventions, adjusting strategies as needed to align with evolving needs. As a essential process it is necessary for students to feel successful. Schools should celebrate the success of students showing improvement. Simultaneously, ensure fidelity in intervention implementation to maintain consistency.

Abrocombie (2023), suggests that for those students who are not responding to interventions, initiate a more in-depth assessment, involving specialists like special education

professionals or behavioral experts. Collaborate with the Multi-Tiered System of Supports (MTSS) framework to outline next steps, convening a team to determine alternative strategies, accommodations, or modifications. This systematic and collaborative approach ensures interventions are tailored to each student's unique needs, fostering a holistic and inclusive educational environment.

The next steps for a school district is to implementing a multi step process effective interventions and support systems could involve a comprehensive and strategic approach:

- Assessment and Data Analysis: conduct a thorough assessment of current intervention programs, resources, and data collection methods. during this phases analyze student performance data to identify trends, areas of improvement, and specific challenges.
- Professional Development: provide professional development opportunities for educators and staff on evidence-based intervention strategies. It is also important to ensure that teachers are equipped with the knowledge and skills needed to implement interventions effectively.
- Implement a Multi-Tiered System of Supports (MTSS): establish or refine an MTSS framework to provide a tiered system of academic and behavioral support. Clearly define roles and responsibilities within the MTSS team.
- Collaboration and Communication:foster collaboration among teachers, specialists, and support staff. Establish regular communication channels to share information and discuss student progress.
- Parental Involvement: engage parents in the intervention process, keeping them informed about their child's progress. Provide resources and support for parents to reinforce interventions at home.

- Resource Allocation: Allocate resources strategically based on identified needs. Ensure that intervention programs have adequate funding, staffing, and materials.
- Monitoring and Evaluation: Implement a continuous monitoring and evaluation system to assess the effectiveness of interventions. Use data-driven decision-making to make adjustments and improvements as needed.
- Specialized Support Services: Provide specialized support services for students with more complex needs. Collaborate with external agencies or specialists to address specific challenges.
- Technology Integration: Explore and integrate educational technology tools that support interventions. Leverage technology for data collection, progress monitoring, and personalized learning.
- Continuous Improvement: Establish a culture of continuous improvement, encouraging feedback and reflection. Regularly review and update intervention strategies based on the evolving needs of students.
- Community Partnerships: Build partnerships with community organizations and resources to enhance support for students. Tap into external expertise and resources that can complement the district's efforts.
- Staff Well-being: Prioritize the well-being of educators and staff involved in intervention programs. Offer support mechanisms, professional development, and recognition for their efforts.

By taking a holistic and strategic approach that involves all stakeholders, a school district can create a supportive environment that addresses the diverse needs of its students. Regular

assessment, collaboration, and a commitment to ongoing improvement are key components of a successful intervention program at the district level.

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