



Individual focus. Infinite potential.

## Robbinsdale Area School District: Dyslexia Plan

### Robbinsdale Area School District

According to The International Dyslexia Association, Dyslexia is characterized by “difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities”. Additionally, it is stated that “with the right instruction, almost all individuals with Dyslexia can learn to read.”

Robbinsdale Area Schools recognizes the importance of screening every elementary student annually to identify reading difficulties. Screening measures indicate if students have or have not acquired grade level reading skills. If expected skills are not established, we engage in a decision making process that includes the collection of additional assessment data and allows teachers to match instruction to the identified need. Subsequently, student growth is monitored throughout the learning process. This Multi-Tiered System of Supports (MTSS) allows teachers to respond to learner strengths and needs to enhance the academic success of each student.

### Screening Assessment Tool

Robbinsdale Area Schools use FastBridge Assessments\* for fall, winter and spring screening. Screening with FastBridge\* does not diagnose Dyslexia, but it will help identify students who may need the support of explicit instruction in components of reading.

Kindergarten	1st Grade	2nd-5th Grade
Concepts of Print	Phonemic Awareness (Word Segmenting Fluency)	Fluency (CBMreading)
Phonemic Awareness (Onset Sounds and Word Segmenting)	Phonics (Decodable Words and Nonsense Words)	Comprehension (aReading)
Phonics & Decoding (Decodable Words and Nonsense Words)	Fluency & Decoding (Sight Word Fluency)	

### Parent notification

Parents are notified if FastBridge data along with additional screening results indicate an instructional gap that needs to be addressed through additional instructional support. This communication may take place at parent-teacher conferences or by phone at any other time. During this time, a plan for reading intervention will be discussed.

### Supplemental programs and resources

- LETRS is a professional development course that bridges deep, meaningful research into practical classroom success. LETRS provides educators with the background, depth of knowledge, and tools to

teach language and literacy skills to every student. LETRS can be used regardless of the literacy program in use.

- PRESS (Path to Reading Excellence in School Sites)-Used in both large and small group settings for students who need additional support or explicit instruction on phonological awareness, phonics, fluency, vocabulary, or comprehension. The interventions are scripted and sequential.
- FAST Interventions-Used in both large and small groups of settings. Interventions target phonemic awareness, phonics, fluency, vocabulary and comprehension.
- West Virginia Reading First Explicit Phonics Lessons-Used in both large and small group settings for students needing explicit instruction on phonics. The lessons are based on skill.
- Leveled Literacy Interventions (LLI) – Used in small groups for students who need extra support to achieve grade-level competencies; provides explicit instruction on phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing; helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student’s reading ability.
- Soudy System – Used for small group instruction. Orton Gillingham methods and strategies providing multisensory reading instruction to students; the focus of each lesson is reading, writing and spelling. The interventions are scripted and sequential.

### **Progress Monitoring**

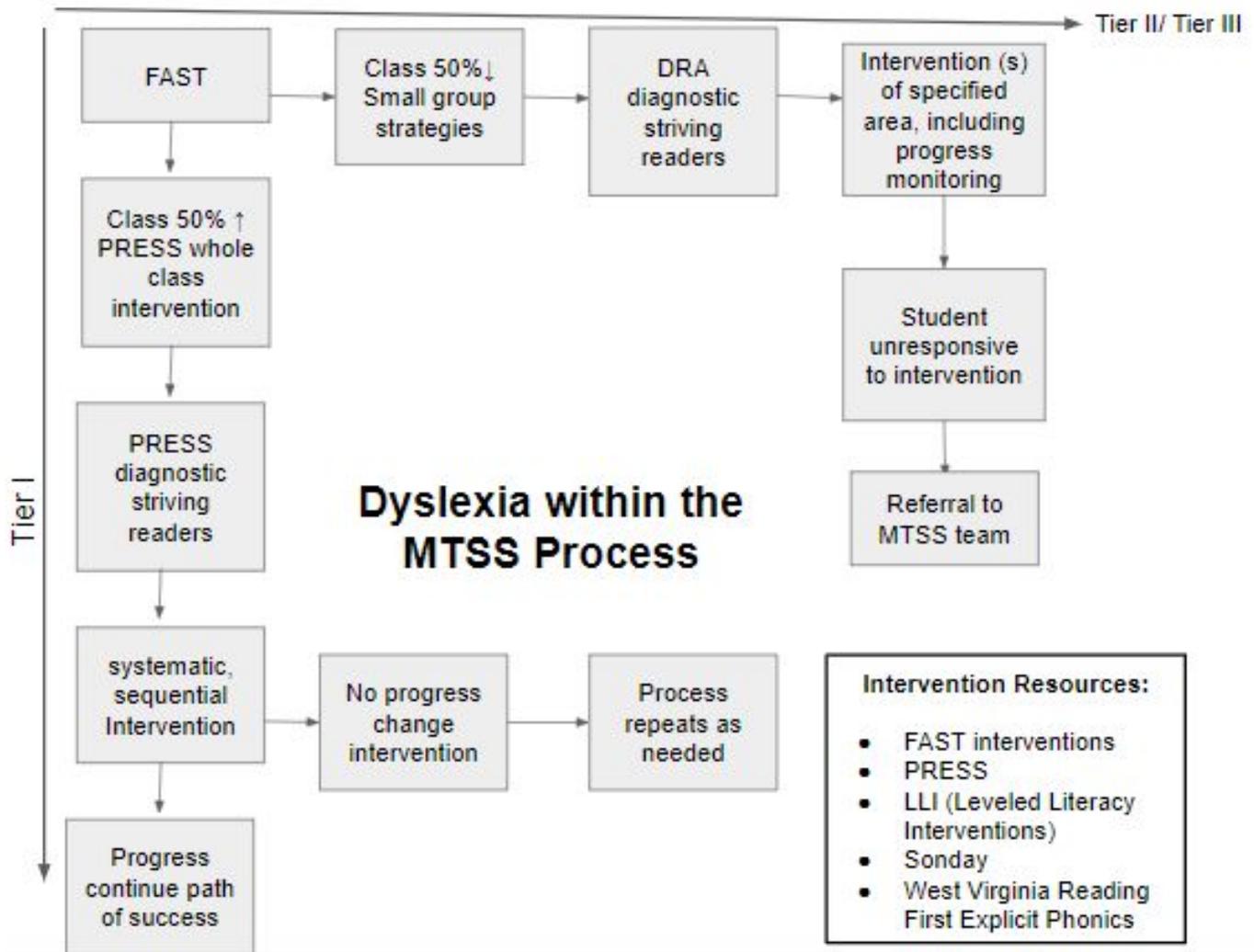
Students who are receiving intervention support to acquire grade level reading skills are monitored bi-weekly to document growth and response to intervention being provided. If a student is progressing, the instruction continues until the students reaches their grade level benchmark. If a student is not making the expected progress, the instruction is adjusted to impact student progress. At this point, additional data points along with child and family history information is collected to drive decision making for next steps.

### **Referral to Special Education**

In Robbinsdale, we strive to meet diverse learning needs through our general education system utilizing the Multi-Tiered System of Support. This framework ensures that learning needs are being defined and addressed quickly through our general education instructional opportunities. When students demonstrate persistent, learning needs that may reflect a disability and these needs lead to a gap between the student’s performance and grade-level expectations, a special education assessment is considered. This process does not necessarily “rule out” a disability, but it does allow educators to determine if the students pattern of learning matches the state criteria for having an educational disability. This is different than a medical diagnosis. If a student is determined to have a disability, a team of professionals will work with the student’s family to develop an Individual Education Plan to define the appropriate instructional plan to allow the student to continue to progress on their identified goals and in the general education curriculum.

### **Additional Information**

Robbinsdale School District does not formally diagnose dyslexia. Our screening process and ongoing progress monitoring of student performance provides us with the information we need to identify missing or under-developed reading skills associated with dyslexia and helps to design and implement the appropriate instructional match to develop those skills. If your child has received a dyslexia diagnosis from an outside agency, please inform the classroom teacher. This information will assist the teacher in designing an appropriate plan for instructional support. The plan may include additional instructional support in the classroom, adding support through one of our supplemental reading programs, or additional assessment to better understand the learning need. Teacher-Family communication is a critical component of this process.





# Elementary PRESS & FAST Interventions

\*Classwide Option (to use when 50% of students are not proficient in that area of reading along with differentiated interventions to meet individualized student needs.)

