

# Literacy Night FAQ

## **Multi-Tiered Systems of Support (MTSS)**

### **Q. What assessments are being used across the District and when?**

A. At the K-5 level we use Aimsweb and iReady as our universal screening tools and these are administered in fall, winter and spring.

### **Q. After the Tier 1 screenings, what diagnostic tools will be used for students of concern? What are the Tier 2 evaluation tools? Do students need to demonstrate low skills on these to qualify for intervention?**

A. If a student is in the 25th percentile or lower on the screener they will receive intervention. We use tools such as the iReady Diagnostic, the Foundations Placement Inventory and the Word Identification and Spelling Test (WIST) to further assess when a student has shown to be at risk on their screening.

### **Q. Who is providing Tier 2 and Tier 3 instruction? What training/certifications are provided for these teachers? What is the intervention curriculum? How are you planning on aligning Tier 2/Tier3 interventions with Core?**

A. Interventions at the tier two and tier three (targeted and intensive) levels are provided by intervention specialists, Individual and Small group Instructors (tutors) and by our EL Teachers (teachers trained to work with English Learners). In some situations a general educator may provide targeted intervention for his/her students. Our providers have training in working with English Learners, in working with Students with Disabilities, and in delivering Foundations and/or the Wilson Reading System. During targeted intervention our providers use Heggerty, Wilson Reading and Foundations. We will be revisiting our Core Instruction Program during the 23-24 school year.

### **Q. What does the intervention/enrichment block specifically look like? Who is doing what? Where are the students? Can you share more about what the enrichment activities in the IE blocks look like? What are enrichment activities?**

A. The I/E block is a 40-minute period at every grade level K-5 in which students receive intervention or enrichment. Most often students who are on track in reading will remain with their classroom teacher and enrichment lessons are created and delivered by the classroom teacher. Usually those receiving targeted or intensive intervention receive this outside of the general education classroom with an intervention provider (tutor, intervention specialist or EL teacher) in a smaller classroom or tutor room.

**Q. Does the screening process and frequency change as children progress through grade levels?**

A. In grades K-5 students are screened each year in fall, winter and spring.

**Q. How often do teachers/teams meet to look at MTSS data?**

A. Screening data is reviewed immediately following the screening in fall, winter and spring by building and district administrative teams. Teachers providing intervention look at student data weekly or bi-weekly. Classroom teachers are looking at classroom assessment data on a regular basis.

**Q. How often do students move from needing intensive intervention to getting back on track and what is the timeline of that?**

A. This will vary for every student and will be dependent upon school attendance, time spent reading at home, summer programming and response to the intervention delivered

**Q. What is the overall percentage of students with dyslexia?**

A. According to the Ohio Department of Education Dyslexia Guidebook (page 8):

*The percentage of students with dyslexia ranges from 5%-17%, while the percentage of students experiencing characteristics of dyslexia is reported as high as 15%-20% (Elliott & Grigorenko, 2014; Fletcher, et al., 2019; International Dyslexia Association, 2012; Odegard, et al. 2020). The resources needed to address these characteristics may vary based on a student's reading profile.*

**Q. What is the group size for intensive intervention?**

A. Our group size for intensive intervention is generally 1-3 students and we have a sufficient number of intervention providers in each of our elementary buildings to maintain targeted intervention group size of 1-3.

**Q. How can such a complex range of skills that are required for reading be tested through an online testing program?**

A. Our online screening tool (iReady) is one of several tools we use to assess phonological awareness, phonics, vocabulary, comprehension, and high-frequency words.

## **Curriculum**

**Q. What curriculum are you looking at piloting next year?**

A. The team of teachers working with the Teaching and Learning department will be reviewing programs highly rated by EdReports to narrow down to 2 or 3 programs to trial next year.

**Q. Is there a plan for adopting a new writing program that is supported by the science of reading?**

A. We plan on following the research related to the Science of Reading and the Ohio Department of Education reading suggestions in the Dyslexia Guidebook for all future adoptions or program additions.

**Q. Are you adopting a new middle school curriculum in addition to the K-5 ELA curriculum that you are piloting next year?**

A. Yes, our ELA adoption will be a K-8 adoption. Our team of teachers involved in the pilot will be working together to narrow down to two or three programs to trial the following school year.

**Q. Can we get Foundations in K-2 as well and part of Tier 1/ Gen Ed instruction?**

A. During the 23-24 we will return to Foundations as our core Phonics program in grade K-3.

**Q. How is the District going to identify the children misled by cueing strategies they were taught (by the District)? How is the District going to retrain these children?**

A. We utilize our universal screenings to identify students that might have skill deficits, and then address gaps with systematic and explicit instruction in phonics.

**Q. What are the plans for changing curriculum for Tier 1 instruction for all kids given that we know that Lucy Calkins and balanced literacy that is currently being taught in Lakewood Schools does not align with the science of reading best practices?**

A. The district will spend the 23-24 school year trialing new English-Language Arts materials and will work with teaching staff to launch new materials during the 24-25 school year. We have provided grade levels professional learning opportunities and will continue to do so on best practice related to phonemic awareness, phonics, and vocabulary instruction. We have implemented Heggerty (Phonemic Awareness Instruction) as well. In addition to professional learning, we have purchased materials that supplement our current program and are aligned to the Science of Reading.

**Q. Will Lakewood be moving away from the Fountas & Pinnell leveling system in younger grades?**

A. We have purchased decodable texts for our classrooms this past year.

**Q. Why are multi-phonics programs used- Heggerty for K-2 and then Foundations? Is there consistency? Why not just Foundations?**

A. Heggerty is our Phonemic Awareness program, and currently the district has either Foundations or Phonics Units of Study as our Phonics program. Our district was in the process of transitioning Phonics programs when the COVID-19 pandemic started. This

disrupted this process, but we plan on having one Phonemic Awareness program (Heggerty) and finalizing one Phonics program with our team for the future starting next school year.

### **Special Education**

#### **Q. With the new laws, does a diagnosis of dyslexia guarantee a SLD IEP?**

A. No, not all children who have a diagnosis of dyslexia will demonstrate a need for specially designed instruction. The school based team which includes the parent will look at the student's educational performance and response to instruction and/or intervention through the multi-tiered systems of the support framework. IDEA holds that though a student may have a disability if it is not adversely affecting their educational performance, and they do not need specialized designed instruction, a student may not qualify for special education under IDEA.

The intention of HB 316 was not to identify more students for special education in the area of dyslexia but to identify needs earlier on and, with interventions, reduce the intensity of instruction needed for students to succeed.

#### **Q. Can a step by step information process for getting a student evaluated be created?**

A. The Student Services department will work on a visual guide. If you have an immediate concern, please contact your building principal or classroom teacher.

### **Other Opportunities for Parents**

#### **Q. Will there be follow up meetings to this session?**

A. While there are no immediate plans for an additional presentation at this time, we are adding information to [our Family Hub](#) and encourage parents/guardians to share questions with their building principal or the Teaching and Learning department.

#### **Q. Are there local groups that a parent/grandparent can attend to help support their children with dyslexia? What websites or youtubes would be informative?**

A. The [International Dyslexia Association](#) is an excellent resource. Their website can connect with resources in our area.

### **Teacher/Provider Assignments**

#### **Q. What are the current positions of the teachers who are Wilson certified? Are they intervention teachers?**

A. The Wilson Certified staff are Intervention Specialists and Classroom Teachers.