

Braymer Elementary School

K-6 Dyslexia Plan

The purpose of this document is to outline the actions of the Braymer C4 Public School District as it relates to identifying and servicing students at-risk for dyslexia. This is in accordance with the Missouri Department of Elementary and Secondary Education dyslexia guidance document and screening organizer.

Screening

The following assessment tools will be utilized as evidence of student performance related to the skills listed below. These skills are listed in the DESE dyslexia guidance document and screening organizer for each grade level. Screening will identify students who are at risk of reading failure, be used to identify need for intervention, and set goals for achievement.

The following actions will be taken in accordance with state department guidance:

First through third grade will be screened within the first thirty days of the school year, middle of the year, and within the last 30 days of the school year for benchmarking. Progress monitoring shall occur for students not meeting norms.

Kindergarten initial screening will be completed by November 15. Kindergarten will also be screened within the last 30 days of the school year. Progress monitoring shall occur for students not meeting norms.

Screening will include K-3 students transferring from a school within state (not previously screened) and those students transferring from another state.

A student will be screened in grades 4-6 if experiencing consistent difficulty in phonological awareness, phonics, fluency, or comprehension as noted by assessment scores, classroom teacher determination, or requested by the student's parent/guardian.

Exemptions to screening exist. Included in this list are students with a current diagnosis of dyslexia, students with intellectual disabilities and sensory impairment (visual/hearing).

English Learners may potentially have characteristics of dyslexia. These students are at times missed because difficulties in reading can be erroneously blamed on language acquisition. These students may be screened for dyslexia related risk factors.

Screening will be administered by classroom teachers. Training for individuals will be outlined in the professional development section of this document.

Kindergarten	Skill	Assessment Name	Dates for Assessment (BoY, MoY, EoY)
	Phonological Awareness (words, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	STAR Early Literacy OR STAR CBM Phoneme Segmentation	MoY-November 15 EoY-May
	Phonics Sound/symbol recognition	STAR Early Literacy OR STAR CBM Receptive Nonsense Words	MoY-November 15 EoY-May
	Alphabet Knowledge (Letter naming fluency)	STAR Early Literacy OR STAR CBM Letter Names	MoY- November 15 EoY-May
	Rapid Naming	STAR CBM Rapid Naming	MoY- November 15 EoY-May

First Grade	Skill	Assessment Name	Dates for Assessment (BoY, MoY, EoY)
	Phonological Awareness (segmentation, blending, isolation, manipulation)	STAR Early Literacy OR STAR CBM Phoneme Segmentation	BoY-Within 30 days MoY-December EoY-May
	Phonics Sound/symbol recognition (Rapid Automatic Naming)	STAR Early Literacy OR STAR CBM Expressive Nonsense Words	BoY-Within 30 days MoY-December EoY-May
	Alphabet Knowledge (Letter Naming Fluency)	STAR Early Literacy OR STAR CBM Letter Names	BoY-Within 30 days MoY-December EoY-May
	Rapid Naming	STAR CBM Rapid Naming	BoY-Within 30 days MoY-December EoY-May
	Word Recognition	STAR CBM Sight and High Frequency Words	BoY-Within 30 days MoY-December EoY-May
	Orthography	STAR CBM Encoding	BoY-Within 30 days MoY-December EoY-May
	Reading Comprehension	STAR Early Literacy OR STAR Reading	BoY-Within 30 days MoY-December EoY-May

Second Grade	Skill	Assessment Name	Dates for Assessment (BoY, MoY, EoY)
	Phonological Awareness	STAR Reading OR STAR CBM Phoneme Segmentation	BoY-Within 30 days MoY-December EoY-May
	Phonics Sound Symbol	STAR Reading OR STAR CBM Expressive Nonsense Words	BoY-Within 30 days MoY-December EoY-May
	Oral Reading Fluency	STAR CBM Passage Oral Reading	BoY-Within 30 days MoY-December EoY-May
	Reading Comprehension	STAR Reading OR STAR Early Literacy	BoY-Within 30 days MoY-December EoY-May
	Orthography	STAR CBM Encoding	BoY-Within 30 days MoY-December EoY-May
	Rapid Naming	STAR CBM Rapid Naming	BoY-Within 30 days MoY-December EoY-May

Third Grade	Skill	Assessment Name	Dates for Assessment (BoY, MoY, EoY)
	Phonological Awareness	STAR Reading OR STAR CBM Phoneme Segmentation	BoY-Within 30 days MoY-December EoY-May
	Oral Reading Fluency	STAR CBM Passage Oral Reading	BoY-Within 30 days MoY-December EoY-May
	Phonics Sound Symbol	STAR Reading OR STAR CBM Expressive Nonsense Words	BoY-Within 30 days MoY-December EoY-May
	Reading Comprehension	STAR Reading OR STAR Early Literacy	BoY-Within 30 days MoY-December EoY-May
	Orthography	STAR CBM Encoding	BoY-Within 30 days MoY-December EoY-May
	Rapid Naming	STAR CBM Rapid Naming	BoY-Within 30 days MoY-December EoY-May

A student will be screened in grades 4-6 if experiencing consistent difficulty in phonological awareness, phonics, fluency, or comprehension as noted by assessment scores, classroom teacher determination, or requested by the student's parent/guardian.

Fourth-Sixth Grade	Skill	Assessment Name	Dates for Assessment (BoY, MoY, EoY)
	Phonological Awareness	STAR Reading OR STAR CBM Phoneme Segmentation	Ongoing
	Orthography	STAR CBM Encoding	Ongoing
	Oral Reading Fluency	STAR CBM Passage Oral Reading	BoY-Within 30 days MoY-December EoY-May
	Reading Comprehension	STAR Reading OR STAR Early Literacy	BoY-Within 30 days MoY-December EoY-May
	Rapid Naming	STAR CBM Rapid Naming	Ongoing
	Phonics Sound Symbol	STAR Reading OR STAR CBM Expressive Nonsense Words	Ongoing

Analysis of Data

Assessment results will be analyzed in grade level or content area data teams through a systematic process consistent throughout the district. These systems and processes should be utilized throughout the year, including progress monitoring periods. Students with deficits according to the assessments listed above will have specific identified instructional focus in the areas of phonological awareness, phonics, fluency, or comprehension as noted by the assessment.

Intervention, Supports, and Accommodations

Students will receive Tier 1 core instruction in literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, Braymer Elementary School will provide support consistent with the findings of the assessments listed above.

Interventions: See *Screening Organizer*

Supports and Accommodations List: See *DESE Guidance Document*, pp. 3-9

Website: <https://dese.mo.gov/media/pdf/curr-dyslexia-serving-students-at-risk-lea-guidance>

Kindergarten	Skill Component	Tier 1 Core Instruction	Intervention
	Phoneme Segmentation Fluency	Guided Reading, Really Great Reading	FCRR, Heggerty
	Letter Naming Fluency	Guided Reading, Really Great Reading	FCRR, Heggerty
	Nonsense Word Fluency	Guided Reading, Really Great Reading	FCRR
	Word Reading Fluency	Guided Reading, Really Great Reading	FCRR

First Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonemic Segmentation Fluency	Guided Reading, Really Great Reading	FCRR
	Letter Naming Fluency	Guided Reading, Really Great Reading	FCRR
	Nonsense Word Fluency	Guided Reading, Really Great Reading	FCRR
	Word Reading Fluency	Guided Reading, Really Great Reading	FCRR

Second Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Phonemic Awareness	Guided Reading, Really Great Reading	FCRR
	Comprehension	Guided Reading	FCRR

Third Grade	Skill Component	Tier 1 Core Instruction	Intervention
	Comprehension	Guided Reading	FCRR
	Fluency in Reading	Guided Reading, Really Great Reading	FCRR

Fourth-Sixth Grades	Skill Component	Tier 1 Core Instruction	Intervention
	Comprehension	Guided Reading	FCRR
	Fluency in Reading	Guided Reading, Really Great Reading	FCRR

Submission of Core Data to DESE

The following information will be submitted annually as Core Data to DESE for grades K-3.

- Screened Y/N
- Screening Tools Used
- At Risk: Y/N
- Action Taken Beyond Tier 1:
 - Reading Specialist
 - Title
 - Interventionist
 - Response to Intervention
 - Paraprofessional
 - SLP
 - Other, Specify

Professional Development for Dyslexia

The Braymer C4 Elementary School will provide two hours of dyslexia in-service training to all practicing staff grades preschool-sixth each school year. The training may include an introduction to dyslexia, dyslexia simulation, provide information on intervention, screening, progress monitoring, data based decision making, fidelity, and classroom supports.

Training Needed	Staff to Attend	Date of Initial Training	Dates of Follow Up Training
2 Hour Training Required	PreK-6 All Practicing Staff	August 16, 2024	Annually
Assessment	PreK-6 All Practicing Staff	August 16, 2024	Annually
Analysis of Assessment	PreK-6 All Practicing Staff	August 16, 2024	Annually
Intervention	PreK-6 All Practicing Staff	August 16, 2024	Annually

Communication to District Staff and Board of Education

Braymer Elementary School staff and board of education were provided information in Fall of 2024 regarding the district dyslexia plan. The following information was provided to staff pertaining to screening, analysis, intervention, professional development, and communication to stakeholders.

The school district will continue to update and provide information to school district staff and the board of education on a routine basis.

Communication Action Steps	Audience	Format	Dates
Board Policy 2812, 6215,6445	Braymer C4 School Board	Electronic, Board approval	October 14, 2024
2 hour Dyslexia Training	PreK-6 Staff	Vector Training	August 16, 2024

Parent Communication

Braymer Elementary School will provide information to parents regarding aspects of this plan. The following actions will be taken by the district. (See *DESE Guidance Document, Appendix D*)

Website: <https://dese.mo.gov/media/pdf/curr-dyslexia-serving-students-at-risk-lea-guidance>

Communication Action Steps	Audience	Format	Dates
Copy of Dyslexia Plan	Parents, Staff, Stakeholders	Electronic on school website	Annually
Parent Letter	Parents	Screening Notification Letter, Email	Annually at PT Conferences

Dear Parent,

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 needs more instruction in some foundational reading skill areas. To help improve your child's foundational reading skills, they will receive targeted intervention five times a week. Each intervention session will last about 20 minutes. These interventions will be provided by teachers or district staff under teacher supervision. Progress monitoring will be completed every two weeks to track your child's growth in response to the interventions and to determine further intervention.

This is a plan for intervention and not a special education or 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 you have any further questions or concerns, please contact your child's teacher or myself at any time.

Sincerely,

Tyna Morrison
Elementary Principal