

# EXECUTIVE SUMMARY

## Dyslexia Materials

Topic: \_\_\_\_\_

### Short Summary:

This executive summary serves as a review of the efforts of LRSD to meet the needs of its students who exhibit markers of dyslexia. The District has been purposeful in aligning its efforts to both identify and serve the needs of this population. Many of the efforts are outlined in a plan of action submitted by the District and in response to findings of the 2019 dyslexia audit conducted by the Arkansas Department of Education.

### Background:

The Arkansas Department of Education conducted a thorough review of practices related to servicing students with markers of dyslexia. Findings were submitted to the District. The District, under the leadership of the district dyslexia specialist, Chandle Carpenter, constructed a comprehensive plan to address the findings of the audit. This plan was submitted and accepted by the Arkansas Department of Education. In October 2018, in accordance with District policy, the district's dyslexia specialist convened a committee of reading interventionists, multi-site literacy facilitators, and teachers to begin the review process of intervention materials to meet the needs of students with markers of dyslexia. On Wednesday, May 1, 2019, the committee voted to adopt the Wilson Reading System for tiered intervention.

### Recommendation:

- **Action Steps for Board of Education**
  - Consider if community or staff needs to see this.

Several recommendations are forth coming, at this time, however, we are asking that the Board of Education approve the committee recommendation of the following:

Review of the recommended materials may be reviewed via the following websites: Wilson Language Training System programs:

Tier 3 Dyslexia Intervention:

[Wilson Reading System](#)

Tier 2 reading intervention:

[Foundations: K-3](#)

[Just Words 4-12](#)

### Action Steps to be taken:

On-going actions will need to occur in order to ensure that teachers/interventionists are trained to deliver intervention using this resource. These actions include the following:

- 1) Complete adoption process and submit recommendation to Commissioner Key for approval, order intervention materials.
- 2) Completion of training schedule for all teachers who will utilize the new intervention resource
- 3) Completion of curricular documents to include new resource
- 4) Identification of intervention personnel at each school campus
- 5) Complete plans to ensure summer school literacy efforts focus on individual student deficits

### Strategic Plan Alignment:

Literacy improvement efforts are driven by a commitment to Goal 2 of the District Plan of Support.

- 1) Collaborative effort to develop plans to provide support to schools as they implement new intervention resources
- 2) We have a monumental amount of work to do but we are committed to making the necessary

changes to insure literacy proficiency of the students in LRSD with special regard with students with markers of dyslexia.

- 3) Critical steps calling for immediate action: recommendation and approval of intervention resources by ADE.
- 4) Literacy Retreat to review all efforts related to core literacy as well as dyslexia.

**Key Players:**

District Instructional Team: Mr. Mike Poore, Superintendent, Mr. Marvin Burton, Dr. Sadie Mitchell, Dr. Veronica Perkins, Dr. Ericka McCarroll, Dr. Danyell Cummings, Dr. Sheketa McKisick, and Ms. Linda Young, Ms. Chandle Carpenter

**Fiscal Impact**

- Intervention material costs
- Training costs
- Staffing (TBD)

**REFERENCES:** (List titles of relevant background reports/source materials and include location of the documents.)

Date submitted \_\_\_\_\_

Submitted by \_\_\_\_\_