

			LRSD Dyslexia Action Plan		Key:	in progress
					completed	not initiated

Goal 1:

To gather information and data to evaluate how the district has managed implementation of the dyslexia law

This process was started in January, but the results of the audit will be a much more efficient way to look at these processes

Screening:

What is the process for initial, level 1, and level 2 screening?

Dibels is given in the Winter for Kindergarten and in the fall for 1-2. **This process may need to be adjusted to screen kindergarten earlier, and include all 3 assessment periods for each grade, because that is how dibels was meant to be utilized.** We currently use assessments from our curriculum that test the same skills as a supplement to dibels in the winter and spring for 1-2 grade. I need further clarification on this from ADE. **The Elementary Assessment Plan Spreadsheets have had cut points adjusted to not just at risk, but some risk.** Schools seem to have varying understanding of when to conduct a level 1 or level 2 screener. **Flow charts, emails, and presentations at principal meetings and with literacy facilitators should improve this. As soon as the ADE okays documents on screening and protocols, they will be sent out to all schools and provided in digital form.**

Intervention:

Conduct lesson observations: take results of the audit.

ADE was able to view lessons at most schools. This information will help guide this process. I am visiting schools frequently and will continue this process. Many teachers are delivering dyslexia intervention with fidelity, but find that there are more students in their buildings than one to two people can service.

Determine who needs support in providing dyslexia intervention: take results of the audit to simplify this process

The audit report will provide useful information to determine which schools need support in implementation. We are already aware that implementation in middle and high schools is in dire need of support. I have started with the schools with the most students who are already tagged, and have tried to create a system that will work for the remainder of this year, until we can put more courses on the master schedules, and train interventionists in our new program. **I either have had meetings, have scheduled meetings, or am waiting to hear back from every middle and high school.**

Tracking:

process for tagging

In the past, we have sent out a survey to dyslexia intervention providers in May to provide the name, ID, and grade level of any student who received intervention during the school year. We need to also collect screening information to make sure we are following all protocols. We also need to track student information as it occurs. If a student moves to a different school before May, he or she may get lost in the shuffle. **I have created a change form for placement and tracking information. There is also a google form version. I plan to use this form to tag students in eschool throughout the year. This process would be drastically improved if we could put more information into eschool.**

Process for when a student changes schools

Currently, elementary reading interventionists are sending an orange folder with screening and progress monitoring data to different schools. I told the middle schools to look in the student's permanent folder for this information, and no one could find it. I'm afraid that a miscommunication has happened from when students move from elementary to middle. This needs to be remedied, and we need physical and digital information in case a folder is lost. We are also developing a district wide folder system with a checklist that will follow a student to a school where he or she moves.

process for screening Level 1 (utilize audit data to clarify)

Schools seem to have varying understanding of when to conduct a level 1 or level 2 screener. **Flow charts, emails, and presentations at principal meetings and with literacy facilitators should improve this. As soon as the ADE okays many of the documents I have created, we can post them to our website. We also desperately need screening training and school based teams training.**

Progress Monitoring:

How are we currently progress monitoring?

Elementary has a spreadsheet for fall, winter, and spring, but secondary does not. **I created a form to be used in the fall winter and spring for each student in the Level 1 packet, but we need to ensure that progress monitoring is occurring every two - three weeks. I have found a good form to use for scholastic core, but I am working on a form for the other assessments we use.**

Goal 2:

Provide clarification on the dyslexia law and assist schools with the delivery of accurate information, policies, procedures, and other needs as noted by the school.

Action Step Descriptions	Person/ Party Responsible	Date to Begin	Date Due	Resources required (tech, staff, funding, etc.)	Desired Outcome	Notes
Develop a Dyslexia Committee	Carpenter	not started	asap		Improve flow of services for students, especially when transitioning from different schools	We need to gather information from various stakeholders (including parents) to provide guidance on the action plan and needs
Get clarification on matters where the law is unclear	Carpenter	12/3/2019	ongoing	Support from ADE	To have a clear understanding of exactly how to interpret the law	met with Vicki King on 12-17-19 and 1-17-19 to clarify information and get support. Attended Dyslexia specialist meeting on 12-10-18. Ms. King has provided constant support whenever I've asked. We plan on having weekly meetings (phone, zoom, or in person) to touch base and provide support.
Create a needs assessment	Carpenter	completed	completed		Determine what building level administrators/ teachers need support in	I have developed a needs assessment to give to schools and principals.
Conduct needs assessment	Carpenter	in progress	asap		Determine where building level administrators/teachers need support	Needs assessments were handed out at the Elem. Principals' meeting on 1-16-19. Links to the google form were sent out to Middle and High principals' on 2-12-19 and 2-13-19. The Google form was sent out again on 2/21/19
Clarify information regarding requirements for all areas of the Dyslexia laws and become familiar with all stakeholders. Post accurate information on our website.	Carpenter	in progress	asap	Access to faculty and staff at all 43 schools	Clarify misconceptions about the law, our roll in the law, and get everyone on the same page	Presentations at all principal meetings (elementary complete, will meet with secondary in February). Met with Literacy Facilitators on 1-18-19. Met with Community Advisory Board on 1-24-19 and Literacy Council on 1-14-19

<p>Inform schools on which students in their building have already been identified</p>	Carpenter	completed	completed		To ensure that students who are already identified are receiving services.	gave lists of all currently tagged students to a representative from every secondary school either in person or email. Gave lists to all elementary principals
<p>Audit Recommendation 5: a) Dyslexia interventionists need designated time in the daily master schedule to see dyslexia intervention groups/ Where schools have not been providing intervention or were not aware of the total students tagged in their building, a plan must be made to provide services this year.</p>	Carpenter/ principals	in progress	ASAP	Meetings with principals, counselors, special education teachers, and interventionists to determine how we can creatively provide services until the end of this year, and develop a plan for next year.	To ensure that students who are already identified are receiving services.	I have spent a lot of time at Mann, and we were able to figure out a way to serve all 24 students who are tagged there. We are utilizing. I have visited Cloverdale, Pinnacle View, Parkview, J.A. Fair, Henderson, Hall, and McClellan. I have meetings scheduled with Cloverdale, Mabelvale Middle, and Forest Heights Stem Academy. I sent out requests for meetings with Pulaski Heights Middle and Dunbar, along with ongoing support to the other schools I've visited previously.
<p>Audit Recommendation 4: Adopt a comprehensive dyslexia program that is systematic and explicit./ Adopt a new dyslexia intervention program for K-12 based on the results of the program reviews.</p>	everyone participating in the review	in progress	in progress		to adopt an evidence-based Dyslexia Intervention program that is user friendly, all inclusive, and engaging for K-12 students based on the Dyslexia Program Review form in Appendix H of the Arkansas Dyslexia Guide	We have had two full day meetings with presentations from several companies on core and intervention programs. On February 13th, we conducted an after school program review for dyslexia, where we used the dyslexia program review rubric to narrow down options.

Goal 3:

To visit every school to provide support, determine strengths, weaknesses, and goals

Action Step Descriptions	Person/ Party Responsible	Date to Begin	Date Due	Resources required (tech, staff, funding, etc.)	Desired Outcome	Notes
<p>Audit Recommendation 5: a) Dyslexia interventionists need designated time in the daily master schedule to see dyslexia intervention groups. Evaluate which schools are in need of immediate support</p>	Carpenter	12/3/2018	in progress	schedules, contacts, access	to assist where needed to improve intervention for students with characteristics of dyslexia, and struggling readers who have not been identified.	Secondary schools have expressed a need for support. There is a lot of confusion about who is to do what. I met with Secondary Literacy facilitators on 12-6-19 and 1-18-19. I started with secondary school with the most students tagged and am working my way down or visiting as requested. Many schools did not have any/ or sufficient time on their schedule to provide intervention. I am visiting these schools to correct the current situation and plan for next year. Ms. King will provide me with the information from walkthroughs, and I plan to use this information to determine which schools are in immediate support. I have not been given this information at this time.
Purchase needed materials	Carpenter	12/10/2018	in progress	funds to purchase needed items	to provide the materials to support intervention	Every secondary building has been sent at Least 1 Equipped for Reading Success book. A google form was sent out to survey what materials were needed. White boards, markers, wax pencils, sandpaper, and easels were delivered to teachers who responded. Elementary reading teachers report to Ms. Stout and she provides materials for intervention as needed.

Get contacts/ schedules/ numbers for every school	Carpenter	12/3/2019			To know who is providing intervention in every school, how many students are being served, who to contact, and where they need support	Completed/ check for accuracy on what intervention is being provided, group size, frequency, and how students are placed.
Meet with all reading teacher and interventionists to provide support and information	Carpenter, Stout, Thrasher,	not started	asap	meeting space, time that works for everyone	To provide clarification and support in a meeting to address the reading teachers concerns.	A lot of information has been sent out via email for efficiency. Teachers have provided feedback that there is confusion, and we need to have a meeting where we can all get together and get on the same page. I have met with secondary LIFs twice, but I need to meet with all of the elementary reading teachers.

I plan to visit every school and provide support where needed. School visits so far have been primarily based on requests for support and immediate need. All Secondary schools were sent a sign-up genius link so I can visit and provide immediate support for students who are currently tagged and need to be getting intervention. All Elementary school principals were given contact information and asked to schedule meetings with me as needed. A meeting is being organized with ADE literacy support, dyslexia support, Ms. Carpenter, and district leadership to address supporting core and intervention instruction in all schools. We need to collaborate on all levels to be effective. I need support to build capacity, as I do not have a staff, and there are 43 schools.

Secondary Schools	Date visited	outcome	Date visited	Date visited	Date visited	notes
Cloverdale	1/15/2019	3 teachers delivering intervention, it is on the master schedule, need support for identifying/ training/ need to review audit	PLCs scheduled for all day on 3/5/19			
Hall	2/20/2019	More students are below grade level in reading than are on grade level in reading. We need to address reading in an innovative way to catch all kids. Summer school? Reading block?				

<p>A meeting is being organized with ADE literacy support, dyslexia support, Ms. Carpenter, and district leadership to address supporting core and intervention instruction in all schools</p>						
<p>Forest Heights Stem Academy</p>	<p>meeting scheduled for 2/25/19</p>					
<p>Jefferson</p>	<p>12-4-19: added bookshare, spoke with teacher</p>					
<p>Pulaski Heights Elementary</p>	<p>Meeting scheduled for 3/4/19 for Staff meeting</p>					
<p>Roberts</p>	<p>1-9-19: discussed Level 2</p>					
<p>Terry Elementary</p>	<p>meeting scheduled for 4/1/19 faculty meeting</p>					
<p>Williams</p>	<p>2/6/2019 advice about a student</p>	<p>Meeting scheduled for 3/6/19 for Sbit meeting</p>				

Goal 4:

Improve the screening process so all students with characteristics of dyslexia are properly identified and provided intervention **Audit Recommendation 2:**
Screening support

Action Step Descriptions	Person/ Party Responsible	Date to Begin	Date Due	Resources required (tech, staff, funding, etc.)	Desired Outcome	Notes
Audit recommendation 1: Develop Written Procedures for the Dyslexia Referral Process:Teacher referral form	Carpenter		completed		to provide a form that teachers can complete to request a dyslexia screener for a student	This form has been added to the google drive and will be sent
Audit Recommendation 3: Parent notification/ Parent interview/consent form	Carpenter		completed		To provide a form to interview parents and gather information before a Level 1 screener	adapted form from another specialist
Create a flow chart for screening for K-2, 3-12, and students with outside diagnosis	Carpenter				clarify the process	completed/ as soon as ADE okays the forms, we will send out to each school and can post online
Develop a Level 1 Screener Packet	Carpenter	Completed			all required screening components in one location.	completed/ ADE is reviewing to determine if all instruments are appropriate.
Print Screening Packet for each school	Carpenter/ Metro	in progress			provide all screening components in one location in printed form.	Packets will not be printed until the ADE reviews all screeners
Post Packet online	Carpenter/ Jack				improve access to Level 1 screeners with all components	Packets will not be posted until the ADE reviews all screeners/ the link has been sent to current intervention providers
Audit Recommendation 2.b: Provide professional development in RTI, purpose of Initial Screening, Level 1 Screening, scoring and interpretation of screening tools, and instructional implications: Conduct screening training	Carpenter/ ADE?	in progress			to ensure that screeners are delivered with fidelity, are valid, and reliable	This can happen at individual schools. I went to Pinnacle View on 2-5-19 to do an overview, but we needed more time.

Build capacity for Level 2	Carpenter/ Carla Lester	not started		It would be valuable to know who has the training. Qualifications, and time to conduct Level 2 screeners outside of our school psychologist	to build capacity for interventionists to conduct Level 1 screeners and keep more valuable progress monitoring data	The resource guide advises that for students above grade 3, a level 2 may be more appropriate. Currently, our school psychologist conduct all level 2 screenings. If we did level 2s on all of our students above 3rd grade, the demand would be too much for the school psychologists.
Attend School based identification training	Carpenter	1/22/2019	1/22/2019		To provide guidance for SBIT teams on how to identify students with characteristics of dyslexia	Attended school based identification training at PCSSD on 1/22/19. I want to offer this training to every SBIT team member
Audit Recommendation 2.c: Provide professional development in School-Based Identification of dyslexia for the staff members of the decision making teams and screening personnel in each building/ Screening Provide school based identification training to all members of SBIT at each school	Carpenter/ Vicki King/ Principals/ Literacy personnel	2/21/2019	3/15/2019	availability of V. King to provide training on multiple days	To provide guidance for SBIT teams on how to identify students with characteristics of dyslexia	ADE has offered to set up training for school based teams. We need to start with the school psychologist and add on training later for all members of the SBIT team. We have identified March 11th through the 15th as possible dates.

Audit Recommendation 2.d:
Screen students experiencing difficulty at each grade level in accordance with the law.

Carpenter/ Vicki King/ Principals/ Literacy personnel/ Administration/ RTI

in progress

ongoing

Support on how to provide reading intervention to all students who are struggling and to differentiate between students who specifically need dyslexia intervention and those who need improved Tier 1 and Tier 2 reading intervention.

To ensure that all students are given evidence-based reading instruction so they can be successful readers.

At the Secondary Level, have visited J.A. Fair, McClellan, Henderson, Hall, and Cloverdale to provide support for identifying students with dyslexia. This is proving to be very difficult, because the majority of the students are not on grade level for reading. We need to help all students, and it will be incredibly difficult to differentiate between students who have dyslexia and students who are curriculum casualties. Support is needed in identifying innovative approaches to addressing systematic reading failure for secondary students in addition to ensuring that all of our elementary students are receiving excellent Tier 1, Tier 2 and Tier 3 reading intervention as early as possible so we can stop the cycle of reading failure. Elementary schools are screening additional students in accordance with the law, but we need to have a process in place for when the interventionists has a full case-load, and additional students need to be pulled for intervention.

Goal 5:

Improve how we use student data, identify students who need services, and document progress

Action Step Descriptions	Person/ Party Responsible	Date to Begin	Date Due	Resources required (tech, staff, funding, etc.)	Desired Outcome	Notes
Referral						
Audit Recommendation 1: develop written procedures for the Dyslexia referral process for all buildings	Carpenter	in progress	asap		to ensure that all teachers are aware of how to make a referral for screening and a clear process is in place.	We have a teacher referral form and flow charts. I am currently working on a staff procedural handbook. I have given all principals the flow charts and referral forms. All documents are currently on the google drive, and will be posted to the website.
Screening: See goal 4:						
Audit Recommendation 1: develop written procedures for the Dyslexia referral process for all buildings/ Flow charts for screening and placing students with various circumstances	Carpenter		completed		Improve how we use student data, identify students who need services, and document progress	These are completed, but ADE made recommendations to change some things and add some things. We are working on the edits.
Audit Recommendation 2.a: Provide professional development dyslexia awareness focusing on indicators of dyslexia for middle school and high school staff members.	Carpenter/ Vicki King	Planning 3/1/19, school visits in progress	asap	support from state, time with schools, ability to build capacity and delegate training	To ensure that all teachers are aware of the characteristics of dyslexia and know what to do if they suspect a child had dyslexia.	Vicki King and Ms. Carpenter are meeting at ADE at 8:00 am on March 1st to develop content for dyslexia awareness training.
Intervention:						
Provide guidance on how to implement IMSE, especially for teachers who haven't had training in the last year.		in progress			Improve current program implementation and fidelity	Many of my school visits involve providing support on instruction. I have also created a dyslexia resources folder on my google drive that I have shared with all of my dyslexia contacts.

<p>Audit Recommendation 4: Adopt a comprehensive dyslexia program that is systematic and explicit. Work with the program review committee to choose a new evidence-based, easy to use, comprehensive dyslexia intervention program for k-12 students.</p>	Carpenter, interventionists, Support from Kelly Sutton on curriculum adoption	in progress	asap		Provide teachers with evidence based, easy to use materials, to improve service delivery	<p>This is in progress and a program should be chosen in the near future. We have had two 3-hour meetings after school to rank and score the intervention programs we've looked at. We have another meeting scheduled on the 25th to determine weaknesses in the top two programs, and how to supplement.</p>
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Tracking:

<p>Audit recommendation 7.a: Create a district system for tracking students receiving dyslexia intervention from building to building change form</p>	Carpenter	asap	form completed	support is needed in tagging students in real time when the form is fully implemented.	To provide a way to document that protocols for screening, parental notification, and placement in intervention were followed. To provide a way to tag students in eschool as soon as they start receiving intervention, to create documentation of essential information to follow the student when they have a change in teacher, grade, school, or district.	<p>Form is completed, waiting on ADE recommendations to send out district wide</p>
<p>Audit recommendation 7.a: Create a district system for tracking students receiving dyslexia intervention from building to building Documentation folders</p>	Carpenter	asap	asap	orange folders	To develop a folder system similar to the system we have for ELL students to include essential documentation and information that can follow the child as he or she moves from different teachers, grade levels, and schools.	<p>This is in progress, as soon as forms are edited, we can decide what documentation needs to be included in a students folder and who is responsible for maintaining, updating, and sending it when a student moves</p>

Progress Monitoring:

<p>develop a more frequent progress monitoring schedule</p>	Carpenter	in progress	in progress		to improve progress monitoring to inform instruction	<p>Elementary has a spreadsheet, develop for secondary, set time lines/ provide guidance on how to use data. Progress monitoring should be occurring every few weeks so guidance is needed when that is not happening.</p>
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Provide guidelines for what progress monitoring should look like	Carpenter	in progress			to improve progress monitoring to inform instruction	I need to set up a meeting with the appropriate faculty and staff to develop a protocol for secondary similar to elementary
Provide support and recommendations for when students are not showing progress	Carpenter	in progress			To improve intervention for students who are not	If a student is not making progress, steps are noted on the flow charts. I can also attend meetings to help determine next steps.
Documentation						
Audit recommendation 7.a: Create a district system for tracking students receiving dyslexia intervention from building to building. A change form to document every step of the law and to follow students when they move to a different school, grade level, or district	Carpenter	asap	asap	Could use support in data entry for eschool	To provide a way to document that protocols for screening, parental notification, and placement in intervention were followed. To provide a way to tag students in eschool as soon as they start receiving intervention, to create documentation of essential information to follow the student when they have a change in teacher, grade, school, or district.	Created a change form for when students are screened, placed, exit, or move schools/ also created a google form. Form is completed, waiting on ADE recommendations to send out district wide
Audit Recommendation 3: include screening results and required resources when contacting parents Parent packet	Carpenter	asap	asap	Collaboration with everyone involved to modify the guide	To modify what is included in our current LRSD Resource guide to inform parent of his or her right to an independent evaluation, add accommodations, and provide a printable packet to give to parents.	Our guide has a form for acceptance or refusal, but we need to add independent evaluation in there and accommodations. There should also be clear protocol for when to give this to parents. Parent Packet is in development and will include results.
Audit recommendation 7.a: Create a district system for tracking students receiving dyslexia intervention from building to building Documentation of intervention	Carpenter	asap	asap		To develop protocols for documenting which students are pulled which times, and if a student is not pulled, why.	This does not have to be a universal form, but we should have a policy on how interventionists will track implementation. Especially when services are not delivered as a class with attendance and a grade.

<p>Progress reports to parents</p>	<p>Carpenter, elementary and secondary</p>	<p>asap</p>	<p>asap</p>		<p>to establish guidelines and protocol for reporting progress to parents. Parents should be updated on progress in dyslexia intervention at least every 9 weeks.</p>	<p>I can't decide if we need to use one form for reporting progress and send it home every 9 weeks the way we send home progress reports for special education, or if we should leave it up to the teacher. It is very important that we communicate with parents about their child's progress, especially since most of our intervention services do not have grades attached to them.</p>
<p>Audit Recommendation 6. Required Reporting</p>	<p>Carpenter/ Communications</p>	<p>in progress</p>	<p>ongoing</p>		<p>to make required reporting information accessible, easily identifiable, and include correct information</p>	<p>Dyslexia has been added to the file name. The programs list has been updated to include IMSE, Lindamood Bell, Alphabetic Phonics, and Take Flight. For the 18-19 school year, we will include students who have been identified, but are not receiving intervention.</p>

Goal 6:

to increase access to audiobooks and assistive technology for LRSD students with characteristics of dyslexia

Action Step Descriptions	Person/ Party Responsible	Date to Begin	Date Due	Resources required (tech, staff, funding, etc.)	Desired Outcome	Notes
Meet with Learning Ally to discuss options	Carpenter, Perkins, Stout, Thrasher, Poore	1/14/2019	undetermined	Total for 3 year \$208,977 25% discount \$52,244.25 Net for 3 year \$156,732.75 annual for 3 yr \$52,244.25. Cost per student \$11.55 Total for 5 year \$348,295 35% discount \$121,903.25 Net for 5 year \$226,391.75 annual for 5 year \$45,278.35 cost per student \$10.00	To provide improved access to human-read audiobooks to any student who needs them.	We met with Learning Ally on January 14th and will follow up after the audit.
Get Bookshare information to all sped department chairs/ 504 coordinators	Carpenter	ASAP	ASAP	Devices, iTunes card for apps	Access to audiobooks for any student who needs them	Some providers have been added, but the app cost \$20.00 and not everyone has access to these funds. Reassessing
Create technology protocol for students who need devices	Carpenter, Tech Department, sped, 504	ASAP	ASAP	form for check out, utilizing school devices, purchasing devices for students who are not sped	Access to technology to provide accommodations for students with dyslexia	funds are an issue. If schools have the device, students should check it out from school. If the student is sped, he or she can get devices and apps through sped. If the student isn't sped, curriculum and instruction has purchased 5 devices for check out (they have not come in yet).
Develop technology check out form for students who need devices	Carpenter	asap	asap	LRSD technology check out form	To provide documentation that devices were checked out to students	Technology is providing a form.

Screen cast how to add extensions to google chrome/ iPad and share	Carpenter	completed	completed		to provide support for teachers and students in how to add and use assistive technology supports to computers and tablets.	Ms. Carpenter complied websites and YouTube videos to add free read aloud, writing assistance, and dictation to google chrome. Information was also provided on how to add bookshare. This document is in the google drive.
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