

Little Rock School District Dyslexia Plan

Priority 1: Identify students for dyslexia intervention. (Address Child Find Requirements)			
Timeline:	Actions:	Person(s) Responsible:	Status:
By May 30, identify students that should be receiving dyslexia intervention.	<ul style="list-style-type: none"> Provide support in administering, scoring, and utilizing data from initial and Level 1 screening assessments to classroom teachers. 	Dyslexia Specialist, Literacy Facilitators, Building Level Administration, Dyslexia Interventionists	In progress
By June 30, create a plan and schedule for students in elementary school.	<ul style="list-style-type: none"> Use screening process and district assessments to identify students in grades K-5 who need dyslexia intervention versus those who need supplemental reading support. 	Principals, Building Level Dyslexia Contacts, Dyslexia Interventionists, Classroom Teachers, School Psychologist, SBIT Team Members, Building Level Administration, Counselors, Dyslexia Specialist	In progress
By June 30, create a plan and schedule for students in middle school.	<ul style="list-style-type: none"> Use screening process and district assessments to identify students in grades 6-8 who need dyslexia intervention versus those who need supplemental reading support (2018 ACT Aspire results will be used when they are released). 	Principals, Building Level Dyslexia Contact, Dyslexia Interventionists, Classroom Teachers, School Psychologist, SBIT Team Members, Building Level Administration, Counselors, Dyslexia Specialist	In progress
By June 30, create a plan and schedule for students in high school.	<ul style="list-style-type: none"> Use the screening process and district assessments to identify the students in grades 9-12 who need dyslexia intervention versus those who need 	Principals, Building Level Dyslexia Contacts, Dyslexia Interventionists, Classroom Teachers, School Psychologist, SBIT Team Members, Building Level Administration, Counselors, Dyslexia Specialist	In Progress

	<p>supplemental reading support (2018 ACT Aspire results will be used when they are released).</p>		
	<ul style="list-style-type: none"> • Work with Building Principals to create a schedule to provide supplemental reading support (Tier 1 and/or Tier 2) and dyslexia intervention (Tier 3) to students within the regular school day. 	<p>Chief Academic Officer, Deputy Superintendent for Secondary Schools, Deputy Superintendent for Elementary Schools, K-12 Literacy Lead Teacher, Dyslexia Specialist, Literacy Personnel, Building Level Administration, Counselors</p>	<p>In progress</p>
	<ul style="list-style-type: none"> • Work with Special Education department to determine if students with IEP who are exhibiting characteristics of dyslexia are receiving dyslexia intervention 	<p>Director of Special Programs, Dyslexia Specialist, Special Education Administration, and Special Education Faculty and Staff</p>	<p>In progress</p>

Priority 2: Develop a system for tracking students receiving dyslexia intervention.

Timeline:	Actions:	Person(s) Responsible:	Status:
<p>By August 1, the development of a system to document compliance with Act 1268, student screening data, intervention time, and parental notification.</p>	<ul style="list-style-type: none"> • Create a cumulative digital tracking form for housing screening data, intervention details, and student progress. 	<p>Computer Information Systems Personnel, Dyslexia Specialist</p>	<p>Completed</p>
<p>By May 30, development of a system that ensure that students who are receiving intervention do not have a gap in services when changing</p>	<ul style="list-style-type: none"> • Finish creation of this information system and put in CIS. 	<p>Dyslexia Specialist</p>	<p>Completed</p>

schools.			
	<ul style="list-style-type: none"> ● Form will be piloted with one elementary, one middle school, and one high school during April. 	Dyslexia Specialist, Personnel at Gibbs, Mann, and J.A. Fair, K. Crawford	In progress
	<ul style="list-style-type: none"> ● Document will be revised and launched district-wide; Literacy Facilitators and Dyslexia Specialists will use form information to tag students in e-School and maintain records. 	Dyslexia Specialist, Literacy Facilitators	In progress
	<ul style="list-style-type: none"> ● Develop a system within e-School to notify counselors and/or registrars when a student receiving dyslexia intervention enrolls or withdraws from a building. 	Dyslexia Specialist, Computer Information Systems Personnel, Registrars, Counselors	In progress
	<ul style="list-style-type: none"> ● Provide folders to Literacy Facilitators to give to each Dyslexia Interventionist for keeping important information, forms, assessment, and progress monitoring data for each student receiving dyslexia intervention. This form will be sent to the receiving school if a student withdraws. 	Dyslexia Specialist, Literacy Facilitators, Dyslexia Interventionists	In progress

Priority 3: Raise dyslexia awareness and increase educator’s knowledge of dyslexia.

Timeline:	Actions:	Person(s) Responsible:	Status:
By August 15, all LRSD educators will be able to define dyslexia, recognize characteristics of dyslexia, and identify appropriate classroom accommodations.	<ul style="list-style-type: none"> Develop and deliver content professional development content to staff members on the Identification process and systems of supports for student with the markers of dyslexia. 	Dyslexia Specialist	In progress
By August 15, all LRSD educators will be able to identify district procedures and resources for meeting the needs of students exhibiting characteristics of dyslexia.	<ul style="list-style-type: none"> Provide School Based Identification training for LRSD School Psychology Specialists (SPS). 	Vicki King (ADE), Chief Academic Officer, and Dyslexia Specialist	In progress
	<ul style="list-style-type: none"> Provide building level administrators with updated procedures and resources to implement at the building level. 	Dyslexia Specialist and Building Principals	Ongoing
	<ul style="list-style-type: none"> Meet with building level administrators to deliver dyslexia professional awareness so principals can deliver information/ training to their buildings. 	Dyslexia Specialist and Building Principals	In progress
	<ul style="list-style-type: none"> Establish a calendar for Dyslexia Awareness Training. 	Chief Academic Officer, Dyslexia Specialist, and Building Level Administrators	In progress

Priority 4: Implement the dyslexia program.

Timeline:	Actions:	Person(s) Responsible:	Status:
By May 2019, LRSD will finalize selection of materials and intervention supports for the dyslexia program.	<ul style="list-style-type: none"> Previously formed committee will review dyslexia programs and narrow down selection to compare with core reading programs. 	Chief Academic Officer and Dyslexia Specialist	In progress
By June 1, 2019, LRSD will finalize a district plan of support and training plan for dyslexia interventionists, coaches, and administrators for implementation.	<ul style="list-style-type: none"> The Dyslexia Committee will narrow the selection and coordinate the final decisions with the core reading selection committee. 	Chief Academic Officer, Dyslexia Specialist, and District Selection Committee	In progress
	<ul style="list-style-type: none"> Select a Dyslexia Intervention Program. 	Chief Academic Officer, Dyslexia Specialist, and District Selection Committee	In progress
	<ul style="list-style-type: none"> Plan a training schedule for administrators, coaching support, dyslexia interventionists, teachers and other support staff 	Chief Academic Officer, K-12 Literacy Lead, Dyslexia Specialist, Literacy Facilitators	In progress
	<ul style="list-style-type: none"> Outline a tiered structure of ongoing coaching support for dyslexia interventionists providing instruction. 	Chief Academic Officer, K-12 Literacy Lead, Dyslexia Specialist, Literacy Facilitators	In progress

Priority 5: Identify dyslexia personnel to screen students and provide intervention to identified students.			
Timeline:	Actions:	Person(s) Responsible:	Status:
By June 30, identify district and building level personnel responsible for ensuring dyslexia interventions are implemented with fidelity.	<ul style="list-style-type: none"> Determine which administrator(s) is/ are responsible for evaluating dyslexia interventionists and ensuring compliance in each building. 	Chief Academic Officer, Deputy Superintendent for Secondary Schools, Deputy Superintendent for Elementary Schools, Building Level Principals	In progress
By June 30, identify personnel that will provide coaching support for the dyslexia interventionists.	<ul style="list-style-type: none"> Identify personnel and/or Dyslexia Program personnel that will provide ongoing coaching support for dyslexia interventionists in each building. 	Chief Academic Officer, Building Level Principals, Dyslexia Program Personnel	In progress
By June 30, identify personnel that will serve as <u>dyslexia interventionists</u> at all individual buildings based on identified students, program fidelity, and student need. <i>Links:</i> NSL Funds for Dyslexia and RTI Dyslexia Coding Act 1268	<ul style="list-style-type: none"> Identify personnel needed in each building to provide dyslexia intervention based on identified students, program fidelity, and students' needs and training requirements for new program. 	Superintendent, Chief Academic Officer, Building Level Principals, Human Resources	In progress

Priority 6: Coordinate work with RTI			
Timeline:	Actions:	Person(s) Responsible:	Status:
By June 1, establish procedures for identifying and providing intervention for students exhibiting characteristics of dyslexia.	<ul style="list-style-type: none"> Coordinate with Dr. McCarroll to incorporate the LRSD dyslexia plan into the district RTI plan. 	Elementary Education RTI Director, District RTI Committee	In progress
	<ul style="list-style-type: none"> Coordinate with Dr. McCarroll and AIR to provide direct support to Dyslexia Specialist for completing a RTI Plan that includes dyslexia. 	Elementary Education RTI Director Chief Academic Officer Dyslexia Specialist	In progress
	<ul style="list-style-type: none"> Produce manual to establish procedures for identifying students exhibiting characteristics of dyslexia. 	Elementary Education RTI Director	In progress