



Dyslexia SEA 217 Plan

It is mandated by the state of Indiana that all kindergarten, first grade, and second grade students take a universal dyslexia screener to determine if students are at risk of having dyslexia. Dyslexia is a specific neurological learning disability. Students with dyslexia demonstrate difficulties with letters, letter sounds, word recognition, decoding, and spelling.

What Universal Screeners do we use for all kindergarten, first, and second graders?	iReady Literacy Task and Mindplay Dyslexia Screener Arkansas Rapid Automatic Naming Screener <ul style="list-style-type: none"> from IDOE
What Diagnostic Level I/II do we use for all kindergarten, first, and second graders?	Mindplay Dyslexia Screener RAN/RAS Rapid Automatized Naming and Rapid Alternating Stimulus Tests
What is the window in which the students must be tested?	Kindergarten - 2nd Grade: <ul style="list-style-type: none"> First 90 days If student moves in after the 90 day period, test as soon as possible. 3rd - 8th Grade: <ul style="list-style-type: none"> If a teacher or parent notices a low competency in any screener subset area or daily work they may request a screening. The student must be tested within 90 days.
How will we determine who's "At Risk" and "At Some Risk" for dyslexia?	<ul style="list-style-type: none"> Follow iReady National Benchmarks Follow MindPlay Benchmark Data Follow Phonics First Progress Monitoring Data Teacher Classroom Data

What is our Level I Screening process?	<p>If a student receives an “at risk” or “at some risk” rating on the Universal Screeners:</p> <ol style="list-style-type: none"> 1. Parents will be notified of the student’s screening results and permission will be obtained to complete a Level I Diagnostic. 2. Parents will be given an informational brochure on: <ol style="list-style-type: none"> a. Characteristics of dyslexia b. Appropriate interventions and accommodations for students with dyslexia c. A statement that parents may elect to have the student receive an educational evaluation by the school 3. The Level I Diagnostic will be completed as soon as permission is given by the parents. <ol style="list-style-type: none"> a. Students will still receive dyslexia interventions if parents opt out of further screenings.
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What is the process for collecting data on how many students were found to be “at risk” or “at some risk”?	<p>Data will be collected by the reading specialist. She will have a list of how many students were tested, students “at risk”, and students “at some risk.” She will provide this information to her school principals, to place in the reading plan. This information will also be located on the Mississinewa Community Schools website.</p>
What is the process for collecting data on which dyslexia intervention program(s) are used and the number of students receiving interventions?	<p>The reading specialist will organize and report which specific intervention programs, Brainspring’s Phonics First - Orton Gillingham Program, are being used for the students and the tier of each intervention. The intervention programs and the number of students who received interventions will be listed on the Mississinewa Community Schools website.</p>
Process for collecting data on the TOTAL number of students identified with dyslexia	<p>The reading specialist will gather data of students who do not make adequate progress with the RTI/MTSS interventions and progress monitoring. These students may be evaluated further and possibly identified with a medical and educational dyslexia diagnosis. The number of students diagnosed with a medical dyslexia diagnosis will be reported on the Mississinewa Community Schools website.</p>

2023 - 2024 School Year

Students Tested	"At Risk" Students	"At Some Risk" Students
522	93	46

Intervention Program & Tier Level	Tier 1 Phonics First Orton-Gillingham Small Group Interventions (15 Min. Per Day)	Tier 2 Phonics First Orton-Gillingham Small Group Interventions (Additional 20 Minutes)	Tier 3 Phonics First Orton-Gillingham 1:1 or 1:2 Interventions
Number of Students Receiving the Intervention	Kindergarten - 149 1st Grade - 119 2nd Grade - 139 3rd Grade - 115	Kindergarten - 30 1st Grade - 30 2nd Grade - 34 3rd Grade - 28	Kindergarten - 18 1st Grade - 17 2nd Grade - 3rd Grade -

Number of Students Who Didn't Make Adequate Progress During RTI/MTSS	Students Identified with Dyslexia
7	0

2022 - 2023 School Year

Students Tested	"At Risk" Students	"At Some Risk" Students
499	73	30

Intervention Program & Tier Level	Tier 1 iReady Individual & Small Group Interventions	Tier 2 Phonics First Orton-Gillingham Small Group Interventions	Tier 3 Phonics First Orton-Gillingham 1:1 or 1:2 Interventions
Number of Students Receiving the Intervention	Kindergarten - 138 1st Grade - 132 2nd Grade - 100 3rd Grade - 141	Kindergarten - 68 1st Grade - 55 2nd Grade - 46 3rd Grade - 38	Kindergarten - 1 1st Grade - 3 2nd Grade - 8

Number of Students Who Didn't Make Adequate Progress During RTI/MTSS	Students Identified with Dyslexia
17	0

2021 - 2022 School Year

Students Tested	"At Risk" Students	"At Some Risk" Students
539	32	95

Intervention Program & Tier Level	Tier 1 Phonics First Orton-Gillingham Group Instruction within the Classroom	Tier 2 Phonics First Orton-Gillingham Small Group Interventions	Tier 3 Phonics First Orton-Gillingham 1:1 or 1:2 Interventions
Number of Students Receiving the Intervention	Kindergarten - 131 1st Grade - 97 2nd Grade - 58 3rd Grade - 41	Kindergarten - 55 1st Grade - 44 2nd Grade - 58 3rd Grade - 41	Kindergarten - 6 1st Grade - 9 2nd Grade - 5

Number of Students Who Didn't Make Adequate Progress During RTI/MTSS	Students Identified with Dyslexia
9	0

2020 - 2021 School Year

Students Tested	"At Risk" Students	"At Some Risk" Students
502	43	106

Intervention Program & Tier Level	Tier 1 Phonics First Whole Group Instruction within the Classroom	Tier 2 Phonics First Orton-Gillingham Small Group Interventions	Tier 3 Phonics First Orton-Gillingham 1:1 or 1:2 Interventions
Number of Students Receiving the Intervention	Kindergarten - 37 1st Grade - 54 2nd Grade - 46 3rd Grade - 31	Kindergarten - 21 1st Grade - 51 2nd Grade - 46 3rd Grade - 31	Kindergarten - 10 1st Grade - 12 2nd Grade - 20

Number of Students Who Didn't Make Adequate Progress During RTI/MTSS	Students Identified with Dyslexia

10	4
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2019 - 2020 School Year

Students Tested	"At Risk" Students	"At Some Risk" Students
513	38	57

Intervention Program & Tier Level	Tier I - PALS Interventions within the Classroom	Tier 2 Phonics First Orton-Gillingham Small Group Interventions	Tier 3 Phonics First Orton-Gillingham 1:1 or 1:2 Interventions
Number of Students Receiving the Intervention	Kindergarten - 18 1st Grade - 19 2nd Grade - 24 3rd Grade - 18	Kindergarten - 19 1st Grade - 22 2nd Grade - 30 3rd Grade - 6	Kindergarten - 12 1st Grade - 9 2nd Grade - 9 3rd Grade - 3 (2 IEP) 4th Grade - 4 (IEP) 5th Grade - 1 (IEP)

Number of Students Who Didn't Make Adequate Progress During RTI/MTSS	Students Identified with Dyslexia
4	3