



Mountain View
Whisman
School District

Dyslexia Support Plan

May 5, 2022



Alignment to Strategic Plan 2027

Goal Area 1: Academic Excellence

Effective and consistent instructional practices that meet needs of all students

Objective 1.b: Ensure targeted instructional opportunities that maximize learning of all students



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Dyslexia Explained

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- Dyslexia is a specific learning disability that is neurological in origin
- Characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities
- Difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities
- May include problems in reading comprehension and reduced reading experience that can in turn impede vocabulary and background knowledge (IDA 2002)
- Is common and affects about 20% of population (yale.edu)

Early Intervention is Important

- According to the National Institute of Health (NIH), 95% of children who have trouble learning to read can reach grade level if they receive specialized help early on.
- Phonological and phonemic awareness are language-based skills that involve the ability to distinguish, remember, manipulate, articulate, and process the speech sounds in words. These skills are critical for long-term success in reading and reading fluency.
- Academic work could become difficult and time-consuming if students are below grade level in upper grades
 - In 3rd Grade, we see the transition from “learning to read” to “reading to learn”.
- Research has shown that reading difficulties could also have an impact on a student’s social-emotional and mental health. Some studies also link reading difficulties to externalizing behaviors, including classroom discipline problems, as well as internalizing behaviors such as anxiety, lack of motivation, etc. (Catalano et al, 2003, Miller & Shinn, 2005, Galuschka, K, & Schulte-Korne, G. 2016)



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California Dyslexia Guidelines

California Dyslexia Guidelines

California Department of Education has released the CA Dyslexia Guidelines for educators and parents “...that provides practical resources for identifying and educating students who are struggling academically because they cannot read.”

The CA Dyslexia Guidelines are grounded in the following principles:

- Students with dyslexia need a knowledge-based and active system of support that includes families, educators, and other professionals.
- Learning needs related to dyslexia exist on a continuum; therefore, systems of support must be designed to meet the diversity of students' needs.

Purpose of California Dyslexia Guidelines

Written to provide school districts guidance on:

- Understanding dyslexia
- Understanding the impact of dyslexia
- Identifying dyslexia in students
- Identifying targeted supports and resources for students



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Work to Date

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- 2019: Initial meeting with i-Ready to discuss the possibility of using their Dyslexia Universal Screener
- 2020: Initial planning, including reviewing the i-Ready Universal Screener and its reports
 - Provided initial information about possibility of using i-Ready Dyslexia Universal Screener
- 2021: Drafted Dyslexia Support Plan in conjunction with the development of the Strategic Plan 2027 with Goal 1b Multi-Tiered System of Support
- 2022: Continued work on Dyslexia Support Plan roll-out and development of Strategic Plan 2027 actions

Draft Dyslexia Support Plan Overview

- Grounded in California Dyslexia Guidelines & Strategic Plan 2027
- Includes:
 - Dyslexia Background
 - Universal Screener & Assessment
 - Instruction and/or Intervention
 - Assistive Technology



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Implementation Plan 2022-23

2022-23 School Year Implementation

- Provide professional development on the draft Dyslexia Support Plan, Universal Screener, and resources to site principals, coaches, staff identified by each site
- Administer the i-Ready Diagnostic for Reading
- After each Diagnostic administration, determine students exhibiting some reading difficulty or exhibiting a pattern of potential risk factors for dyslexia and provide data to sites
- Sites will designate staff to administer and score the i-Ready Dyslexia Screener additional assessment
- Site teams will determine appropriate interventions based on data and track student progress
- Student data and process will be reviewed by District staff and site administrators at leadership team meetings at least 3 times over the course of the school year.

i-Ready Dyslexia Screener Tool

- Universal Screener
- All students are screened in grades K-3
 - 3rd grade is a new addition
- Purpose of screening is to identify students at-risk for dyslexia or exhibiting some reading difficulties
- The Screener Tool provides a list of
 - Students exhibiting risk factors for Dyslexia based on the diagnostic data
 - Students recommended for further testing
 - One-on-One tasks administered to determine risk
- Uses age appropriate assessment tools such as Rapid Automated Naming (RAN), Letter Naming Fluency, and Oral Reading Fluency Measurement
- Students in 4th - 8th grade are and will continue to be monitored using the i-Ready diagnostic, teacher observations, classroom assessments, parent reports

Instructional Supports and Resources

- Instructional supports and resources already used for students identified as having some reading difficulties
 - District adopted and supplemental curriculum used at sites
 - Target Instructional groupings
 - 1:1 with teacher
 - Small group targeted instructional support
 - Differentiation training in August and January focused on:
 - Identifying learning progressions, skills and concepts to provide targeted student support (unwrapping standards)
 - Provided resources on Cloze Reading, Thinking Maps, Think Alouds, Partner read or shared reading for language practice and use of background or contextual knowledge
 - Use of varied genres of books that reflect student interest - fiction/non-fiction, comics, visual texts
 - Emphasize environmental print
 - Anchor charts, vocabulary visuals, word walls

Intervention Supports & Resources

- Fountas & Pinnell, Leveled Literacy Intervention at elementary level
- Spire, Multi-sensory, Orton-Gillingham reading intervention at elementary level
- Read Naturally Live, Evidenced based reading intervention at middle school level
- Assistive technology implemented at all sites, including Learning Ally (human read audio books), text-to-speech software, speech-to-text software

Things to Consider

- Planning for dyslexia was interrupted by the need to manage and mitigate the impacts of the pandemic
- Trials during pandemic with digital platforms helped expand options for intervention supports (Spire, text-to-speech and speech-to-text software) Instructional supports and resources are currently available for all students although there has not been an intentional focus on students who might be dyslexic or at risk for dyslexia
- Students with a disability in reading received targeted interventions to address their needs
- i-Ready diagnostics are already administered and students and staff are familiar with the platform
- Dyslexia Support Plan is in initial phases and will be updated and revised in alignment with SP2027 MTSS actions.



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Next Steps

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- Implement initial Dyslexia Support Plan
 - Provide professional development
 - Begin use of i-Ready Dyslexia Screener Tool
 - Support school sites in identifying staff and provide resources
- Monitor student progress with site teams
- Expand and revise the plan based on student data and feedback collected during the 2022-23 school year