

Dyslexia Task Force Working Plan, Written June 2015

Green Accomplished / Blue Underway / White Anticipated

| Task | Timeline/ Notes | Anticipated Timeline |
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| Create a vision for the Dyslexia Task Force and goals to accomplish the vision | Committee met April, May, June 2015 | Spring 2015 |
| Assessment | | |
| Provide universal screening for all students, Pre K-12 in reading. | ELA Reading Screening Committee met several times in 2014-2015; conducted pilots of PALS and RAPIDS in 2015-2016 to identify screening for grades 3-5. | Fall 2016 |
| Create a process map to address student needs through ATSS not meeting the benchmarks on subtests (includes additional assessments needed, parent reports to be included, universal screener Tier 1 or Tier 2, PLC, IAT, interventions, progress monitoring, Student Study etc. | In process to be completed by Summer 2016 Implement in school year 2016-2017 | Fall 2016 |
| Provide tier 2 screening for Prek-12 specifically designed to identify phonological processing weaknesses | Subcommittee meeting to review secondary screening specifically for phonological processing (PAR, Yopp, America Reads, etc. | Fall 2016 |
| Identify a secondary screeners for middle schools (phonological, comp, fluency) ESOL/HILT, SPED, and Struggling | Conducting Pilot of PALS PLUS with ESOL/HILTE students in 2015-2016; Second phase of pilot for Special Education and struggling students 2016 to 2017 | Fall 2016 |
| Professional Learning | | |
| Provide awareness training on Dyslexia for all instructional staff to include: Brief 10 minute overview video for staff International Dyslexia Association (IDA) handouts with characteristics of students with Dyslexia and red flags. Provide a one page handout of Dyslexia Red Flags for secondary content teachers that include strategies for instruction and accommodations and resources for consultation. | Created a 45-60 minute face to face awareness training on Dyslexia including a TED talk, Anticipation Guide, four articles and Jigsaw; all K-12 schools participated in the training | October and November 2015 |

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| Create of Dyslexia Basic Facts brochure; published online and hard copies in English and Spanish | Created of Dyslexia Basic Facts brochure; published online and hard copies in English and Spanish | October 2015 |
| Film the Dyslexia Awareness Training for future years | | |
| Provide online course on Dyslexia | Several licenses were purchased for interested teachers to participate in Mindplay course on Dyslexia. | 2015-2016 |
| <p>Provide professional learning to existing leadership and literacy related teams at the school level to promote effective instruction for students with characteristics of Dyslexia and those not meeting typical grade level expectations.</p> <p>Build capacity of the leadership team to provide expertise around explicit, systematic, multisensory instruction. This may include but is not limited to the following: leadership teams, bridge teams, reading specialists, ESOL/HILT and Special Education Leads, secondary department chairs.</p> | August to November 2015 all special education and ELA Reading teachers were engaged in professional learning about Dyslexia and then provided a turn-around training to their respective faculties. | Fall 2015-2016 |
| Develop tiered professional development for teachers and administrators to meet the needs of students with Dyslexia expertise (levels of intensity and assistive technology) | | |
| Create a network of support for teachers who have been trained in the APS reading interventions both virtual and in person (could be a certified trainer to do site based support) | | |
| Provide parent trainings on Dyslexia and how to collaborate with APS to obtain support and instruction for their student if they suspect their child may be dyslexic. | | |

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| Utilize an intervention specialists at the district level to provide site-based support (i.e. coaching, intervention selection, monitoring of progress, and trainings) | | |
| Instruction and Interventions | | |
| Strengthen core instruction with a focus on the following: implementation of core programmatic approaches and materials, evidence based instructional strategies, differentiation, appropriate accommodations and use assistive technology for students, assessment, and progress monitoring. | | |
| Provide an intervention block that does not take students out of core instruction or an elective that they find beneficial. | During 2015-2016 about one third of the elementary schools and one middle school are facilitating an intervention block during the day. | 2015-2016 |
| Provide consistent access to programmatic materials for intervention approaches. | Conducted professional learning for Leveled Literacy Intervention (2015-2016) Purchased Leveled Literacy Intervention kits for schools K-8 (thousands of books and lesson plans) (Fall 2015) Conducted professional learning and the purchase of related materials for the use of Orton Gillingham (summer 2015 on) | 2015-2016 |
| Ensure that students are placed in the appropriate tiered intervention and provide ongoing progress monitoring to determine if students are making adequate progress. A minimum of every 4-6 weeks, teams will review student progress to determine if changes need to be made in intervention placement, frequency, duration, or intensity. | | |
| Consult with the Intervention Specialist if necessary. Students that are identified with an SLD designation or show symptoms of Dyslexia should be | | |

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| provided with Structured Literacy approach. | | |
| Collaborate with ATSS to support students with social emotional needs related to Dyslexia. | | |
| Work with Student Services to revisit the planning factors for psychologist and social workers to be able to provide more social emotional support to students. | | |
| Communication and Guidance | | |
| Create APS webpage for Dyslexia (English and Spanish) open to families and APS staff to include: | Website on Dyslexia was created and published online by August 2015; aligned with APS Dyslexia Basic Facts Brochure | August 2015 |
| Create an Intervention Page in ELA | Created an Intervention page on the ELA website with the publication of intervention guideline documents in Elementary and Secondary | August 2015 |
| Create and publish intervention guidelines for Elementary and Secondary schools. | Creation and publication of the Elementary and Secondary Intervention Guideline Handbooks; posted on ELA and ATSS websites Elementary September 2015 Secondary, December 2015 | December 2015 |
| | | |
| Create a Standard Operating Manual on Dyslexia that has process maps, guidelines, IEP guidance | | |
| Parents | | |
| Survey parents on their experience for accessing support for their child in reading | | |
| Provide communication to parents on the participation of their child in a tier | | |

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| II or III intervention and on subsequent student progress | | |
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