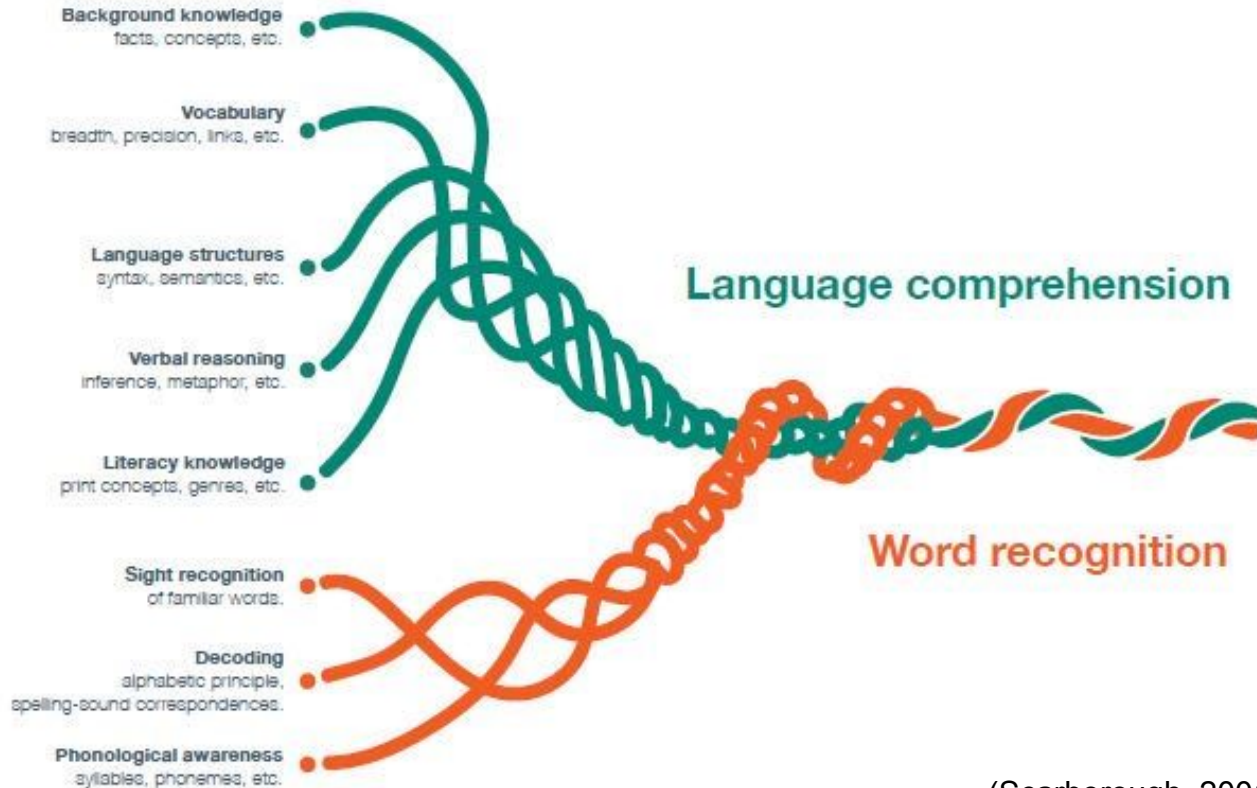




**2019  
Dyslexia Awareness  
Parent Night**

# Foundations of Reading



(Scarborough, 2001)



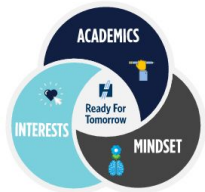
# What is dyslexia?

Video- [“What is dyslexia?”](#)



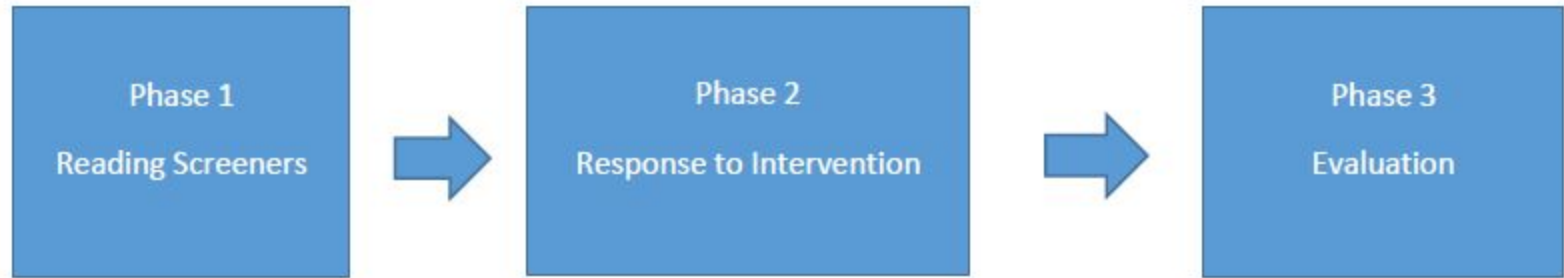
# Dyslexia Awareness Commitment Plan

[www.hilliardschools.org/dyslexia-information/](http://www.hilliardschools.org/dyslexia-information/)



# How do we identify struggling readers?

....and What do we do to support?

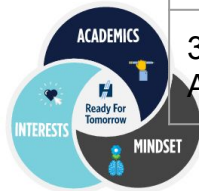


# Phase 1: Reading Screeners

Hilliard City School District students will be administered universal screeners. Universal screeners are administered according to the annual district assessment calendar.

K: Kindergarten Readiness Assessment, DIBELS, Hearing Recording Sounds in Words, Letter Identification, Fountas & Pinnell Benchmark Assessment	6-8: STAR Reading, Ohio ELA Test
1: STAR Early Literacy, Fountas & Pinnell Benchmark Assessment, Hearing Recording Sounds in Words, DIBELS*	9: STAR Reading, Ohio ELA1 Test
2: STAR Reading, Fountas & Pinnell Benchmark Assessment, Hearing Recording Sounds in Words	10: Ohio ELA2 Test
3-5: STAR Reading, Fountas & Pinnell Benchmark Assessment, Ohio ELA Test	11: ACT Reading

\*First Graders scoring below the 40th percentile on Star Early Literacy

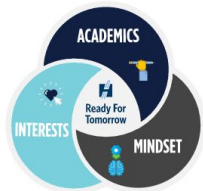


# Phase 2: Response to Intervention (RTI) Step 1

Students who perform below benchmark in reading will enter into Step 1.

During this step, the school team will review the student's current year assessment data in all content areas and implement interventions to support student readers within their classroom.

Students in this step receive high-quality, scientifically-based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support within the classroom.



# Phase 2: Response to Intervention (RTI) Step 2

Students who have not responded to Step 1 interventions will enter into Step 2 and receive targeted intervention support.

A Student Success Plan will also be developed in collaboration with parents and progress will be monitored.

Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.





# Phase 2: Response to Intervention (RTI) Step 3

Students who have not responded to Step 2 interventions will enter into Step 3 and be provided with targeted intervention support as indicated in the Student Success Plan.

Teachers will also be asked to provide feedback on observed dyslexia behaviors.

Students at this level receive individualized, intensive interventions and progress monitoring that target the student's skill deficits for the remediation of existing problems and the prevention of more severe problems.



# Supports & Services



Photo via [K. Dornbaugh, DCR](#)



Photo via <https://www.columbuslibrary.org/locations/Hilliard>



Photo by [Patricia Prudente](#) on [Unsplash](#)



# Phase 3: Evaluation

The school RTI team, in collaboration with parents, will review the student's performance data to determine if students who fail to make consistent progress support the need for an evaluation.

An evaluation may include, and is not limited to:

Background Information	Phonological Processing
General Intelligence	Automaticity/Fluency
Oral Language Skills	Reading Comprehension
Basic Reading Skills	Vocabulary Knowledge
Spelling	



Classroom  
Teacher

Building  
Principal

## Who can I contact for support?

Intervention  
Teacher

Literacy  
Coach



O  
P  
T  
I  
M  
I  
S  
M

*“I can read books like this.”*

*“I can learn to apply what I know in new ways.”*

## Self-Awareness and Growth Mindset

P  
E  
R  
S  
I  
S  
T  
A  
N  
C  
E

*“I learn differently and with support I can develop strategies to help when things are hard. “*

F  
L  
E  
X  
I  
B  
I  
L  
I  
T  
Y

