The background features a decorative graphic consisting of three overlapping blue circles of varying sizes, arranged in a diagonal line from the top right towards the bottom right. Two thin blue lines intersect at the top left, forming a large 'V' shape that frames the central text.

**Heron Lake-Okabena
Public Schools
ISD 330
Local Literacy Plan**

2023-2024

**Superintendent/Principal:
Paul Bang**

DISTRICT 330, HERON LAKE-OKABENA SCHOOL DISTRICT LOCAL LITERACY PLAN

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

LITERACY PLAN SUMMARY:

Our district is currently using McGraw-Hill “Treasures” Reading Curriculum, a basal program to teach reading in kindergarten through grade 6. Included in our program are components for guided reading, read aloud, shared reading, and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each teacher also has access to Reading A to Z, for providing additional curriculum material. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-3 students receive classroom reading instruction for approximately 90 minutes each day. Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district’s diverse learners. The district also uses Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Students select books from their reading level, read independently or with a buddy and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level.

All students in grades K-3 are given the FASTbridge screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from the Star Early Literacy Assessment or Star Reading Assessment, struggling and at-risk students are identified. Problem solving begins immediately and students receive supplemental instruction also known as intervention. Specific interventions are identified through the collaborative, problem solving efforts of the classroom teacher and other specialists. We utilize diagnostic testing to assist the team in identifying the needed intervention strategies. Each student’s progress is monitored weekly and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child’s progress at every step of the process.

The goal of the Heron Lake-Okabena district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district’s curriculum and a map is in place to ensure that the standards are taught within the time available.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about Heron Lake-Okabena’s literacy program, please contact: Elementary District Office at (507) 793-2307.

LITERACY PLAN GOALS AND OBJECTIVES:

Overarching Goal: All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Objectives:

Each year educators will review and analyze reading data at grade levels K, 1, 2, & 3. Proficiency, growth, and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data is accessed and utilized, when available.

The Pre-K through 3rd Grade Elementary Teachers review monthly, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation, and intervention.

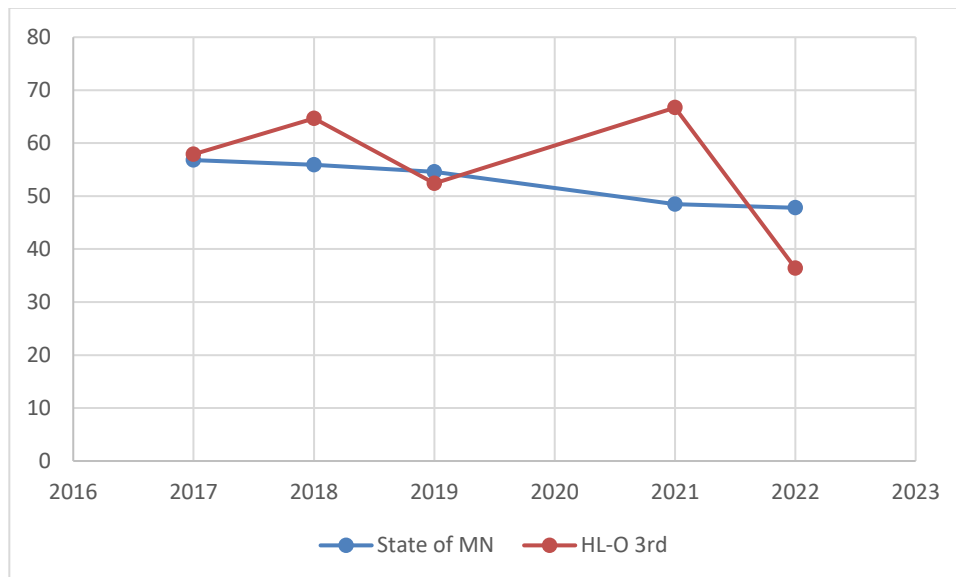
Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.

Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will additional support as determined by diagnostic testing.

Professional Learning Communities will be implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

The following graph illustrates trend data on MCAIII Reading Assessments administered in the Spring of each year.

3rd Grade Proficiency Trend Data



PROCESS OF ASSESSMENT:

The Kindergarten and First grade administer selected groups of screening and diagnostic assessments listed below. The Second and Third grade administer all assessments listed.

FASTbridge is used as a screening/benchmark assessment. The target scores for each grade level are listed in the following charts:

Kindergarten FASTbridge Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Concepts of Print [8]	Onset Sounds [17]	Letter Sounds [42]
Onset Sounds [12]	Letter Sounds [27]	Word Segmenting [31]
Letter Names [15]	Word Segmenting [26]	Nonsense Words [13]
Letter Sounds [4]	Nonsense Words [7]	Sight Words [14]
aReading [387]	aReading [418]	aReading [438]

First Grade FASTbridge Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Word Segmenting [29]	Word Segmenting [32]	Word Segmenting [33]
Nonsense Words [11]	Nonsense Words [18]	Nonsense Words [23]
Sight Words [17]	Sight Words [50]	Sight Words [66]
Sentence Reading [13]	CBM Reading [38]	CBM Reading [67]
aReading [436]	aReading [456]	aReading [469]

Second Grade FASTbridge Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
CBM Reading [57] (Oral Reading Fluency)	CBM Reading [85] (Oral Reading Fluency)	CBM Reading [102] (Oral Reading Fluency)
aReading [470]	aReading [482]	aReading [491]

Third Grad FASTbridge Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
CBM Reading [88] (Oral Reading Fluency)	CBM Reading [111] (Oral Reading Fluency)	CBM Reading [126] (Oral Reading Fluency)
aReading [491]	aReading [499]	aReading [504]

Following the administration of the assessments, parents will be notified of the results. Supports, interventions, and further diagnostic assessments may be used to help students meet the reading goals for their grade level. Parents will be invited in to visit about their child's educational needs and asked if they have any questions. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent. (A complete outline of the parent communication and involvement section is below.)

Progress monitoring data will be collected weekly and analyzed on a monthly basis. The following process will be used:

- A. Examine the student chart after 4-6 data points have been plotted and a trend line has been generated.
- B. Change the intervention or choose a new intervention if a student has 4 data points clearly and consistently below the aim line.
- C. Continue the intervention until the student meets the grade-level benchmark if the student has 4 data points on or above the aim line.
- D. Refer the student to the problem-solving team if the student has 4 data points below the goal line for the second intervention.
- E. Discontinue the intervention when the student has met the grade level benchmark. Exit criteria: 3-4 data points above the aim line with one data point at or above the next benchmark target.
- F. Continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.

Entrance criteria are based on a triangulation of assessment data with classroom teacher input. When the student scores three to four data points above the aim/goal line with one data point at or above the next benchmark target, the student will be exited from the supplemental intervention services.

PARENT COMMUNICATION AND INVOLVEMENT:

The district has developed a parent communication letter that will share the state-identified grade-level standards and how their child is progressing toward meeting these standards. The letter will include the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets.

Parent Communication plan

1. Teachers will distribute to parents the grade level standards in "I Can" statement format at the beginning of the year. There will also be an explanation of the core literacy instructional practices and the multi-level systems of support available in the district. (A Parent's Guide to Response to Intervention (RTI) Handout.) Any additional explanation of the literacy program and supports will occur in October or November during fall parent/teacher conferences.
2. FASTbridge assessment results will be provided to parents.
3. Parents of students who need supplemental instruction will be informed by the child's classroom teacher. The plan for additional support will be communicated at that time.
4. Parents of students receiving interventions will receive progress reports at conferences or upon request.
5. Parents will receive a letter with developmentally appropriate suggestions on how to help strengthen their child's literacy skills.

The following are resources and tools, based on the five pillars of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

Phonemic awareness: stick letters to make words, rhyming, word families, Star Fall website, ABCya website, <http://www.readingrockets.org/helping/target/phonologicalphonemic>
http://iusd.org/parent_resources/phonemicawareness456.htm

Phonics: Star Fall website, ABCya website, PBS Kids websites,
<http://www.readingrockets.org/teaching/reading101/phonics>

Fluency: Readers Theatre, repeated reading, PBS Kids websites,
<http://www.readingrockets.org/article/fluency-matters>

Vocabulary: Read aloud frequently to your child, <http://www.readingrockets.org/article/oral-language-expanding-your-childs-vocabulary>

Comprehension: Accelerated Reader Quizzes, <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

MULTI-TIERED SYSTEMS OF SUPPORT:

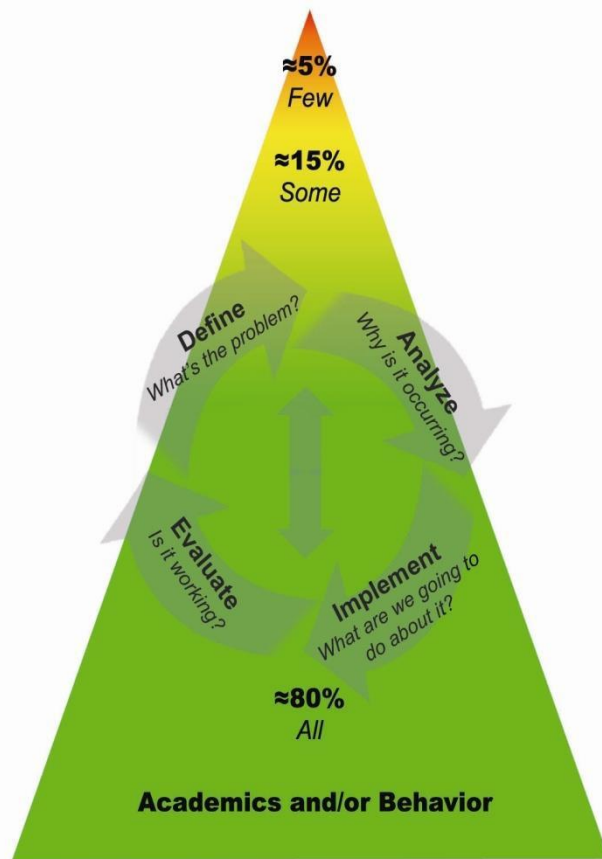
A Model of School Supports and the Problem Solving Process

ACADEMIC SYSTEMS

Tier 3: Intensive, Individual Interventions *Students who need individualized interventions.*

Tier 2: Targeted Group Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*



The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

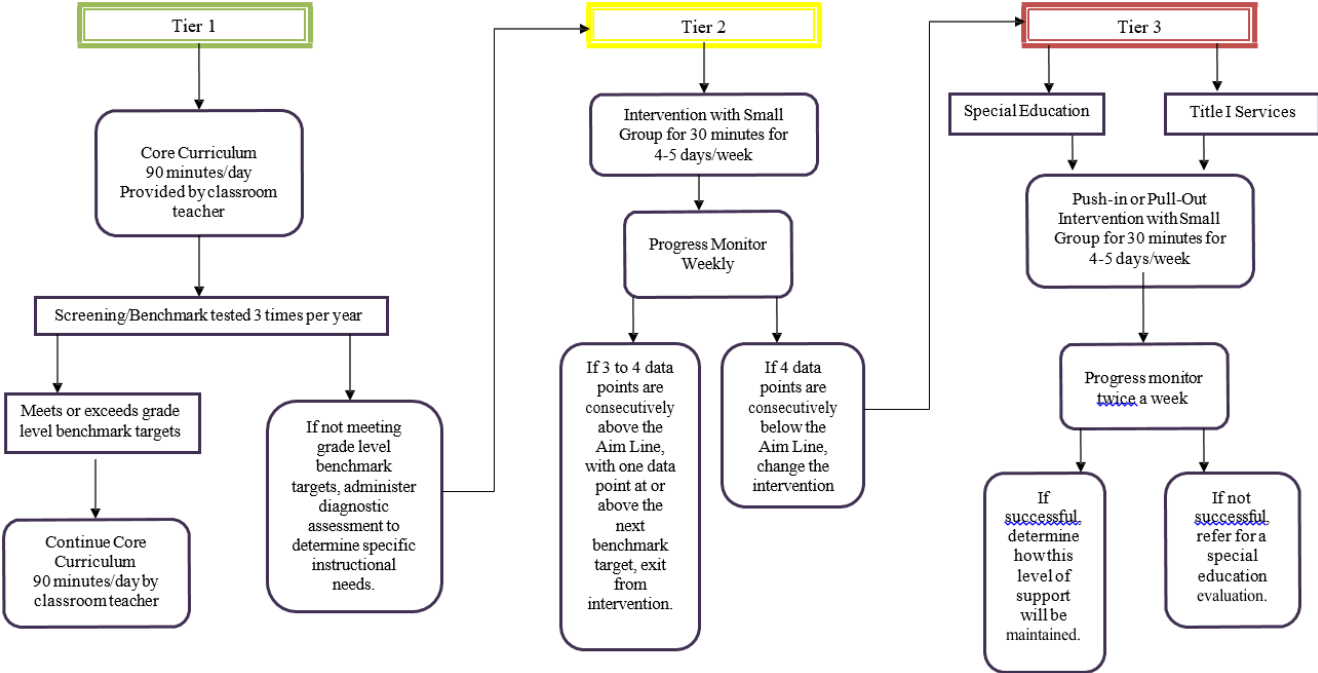
Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided daily by teachers and support personnel for 30 minutes.

Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction.

Students receiving Special Education services are included at this level.

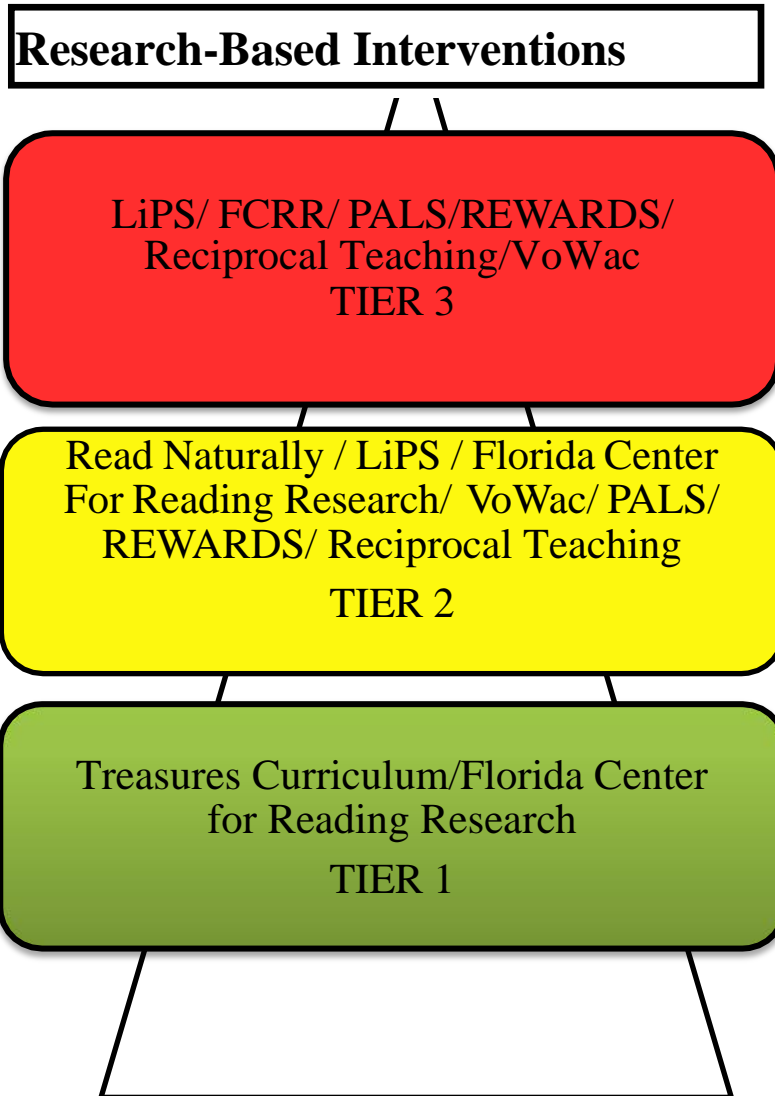
The Multi-tiered systems of support can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students

(Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).



SCIENTIFICALLY-BASED READING INSTRUCTION:

The reading curriculum at Heron Lake-Okabena has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our diverse learners.



PROFESSIONAL DEVELOPMENT:

The Heron Lake-Okabena District has 1 hour per week available for Professional Development. Based on student performance data, the district has determined small group instruction will be the Reading/Literacy Professional Development focus for the 2019-2020 school year. In addition, designated time for interventions will be reinstated.

Professional Development is provided through:

- Professional Learning Communities (PLCs)
- Regional Professional Development
- Peer Coaching
- Outside Resources/Consultants
- Literacy Team
- Mentoring

Specific literacy and instructional strategies include:

- Regular opportunities for collaboration amongst teachers (across and within grades, subjects, disciplines): Professional Learning Communities (PLCs)
- Ongoing job-embedded professional development: Onsite workshops, webinars, peer coaching, outside resource/consultants
- Best practice PD will be provided to veteran and novice teachers: Staff development committee plans workshops based on staff development needs and licensure areas.

Annually, in September, data will be disaggregated and analyzed. Results will be shared with the district staff development team, who will then create SMART goals and offer Professional Development opportunities designed to address the needs identified by the data.

ENGLISH LEARNERS AND OTHER DIVERSE POPULATIONS:

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (W-APT and ACCESS).

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota beginning in the 2011-2012 school year to monitor students' progress in acquiring academic English.

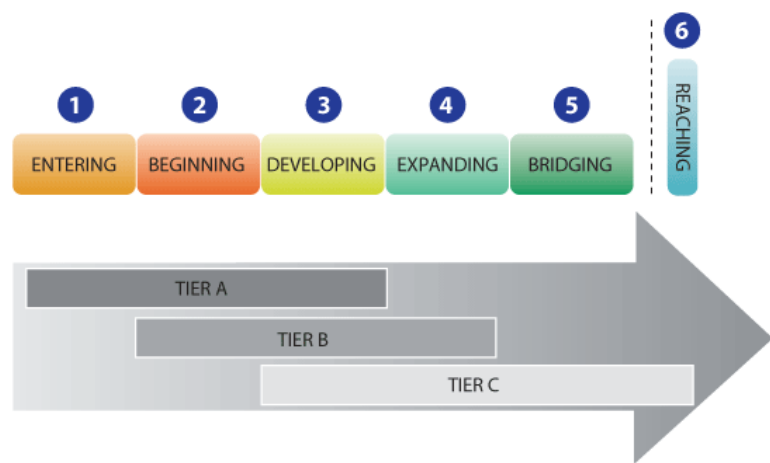
W-A PT and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science

- Language of Social Studies
- Test forms are divided into five grade-level clusters:
- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Each form of the W-APT test assesses the four language domains of Listening, Speaking, Reading, and Writing.

Within each grade-level cluster (except Kindergarten), ACCESS for ELs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.



Based on the W-APT and ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.

This district has 16 English learners based on 2021 enrollment data. Based on these demographics, resources will be allocated and professional development will be determined by the Leadership Team annually.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as-needed or developed on-site.

Training / Coaching / Resources available for all school staff:

- SIOP (Sheltered Instruction Observation Protocol)
- Title III Activities:
- Integration Activities:
- ESL teachers take on trainer/coaching roles with regular education teachers
- Outside expert comes in to train staff
- Sending lead teachers to appropriate trainings

The W-APT and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: FASTbridge and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs. The ELL teacher and general education classroom teachers are responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

COMMUNICATION SYSTEM FOR ANNUAL REPORTING:

FastBridge data for grades K-3 will be reported annually to the Minnesota Department of Education. Data will include the percentage of students proficient in:

Kindergarten: earlyReading composite score, aReading composite score

First Grade: earlyReading composite score, aReading composite score, CBM Reading score

Second Grade: aReading composite score, CBM Reading score

Third Grade: aReading composite score, CBM Reading score

Additionally, Heron Lake - Okabena will report efforts to screen and identify students with the characteristics of dyslexia and convergence insufficiency disorder which are explained in this plan.

SCREENING FOR THE CHARACTERISTICS OF DYSLLEXIA:

In accordance with Minnesota State Statute 120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE 3, Heron Lake - Okabena Public Schools has implemented the processes identified under each of the subdivisions in statute.

Subd. 2. Identification; report. (a) Each school district must identify before the end of kindergarten, grade 1, and grade 2 all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened, in a locally determined manner, for characteristics of dyslexia.

(b) Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened, in a locally determined manner, for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

Heron Lake – Okabena Public Schools utilizes the Minnesota Department of Education (MDE) document “Screening and Identifying Characteristics of Dyslexia” for guidance on screening and identifying characteristics of dyslexia.

Using the previously given target scores from FastBridge, Heron Lake - Okabena Public Schools identifies students not reading at grade level in grades kindergarten through grade two. The FastBridge screening tool is recognized in “Appendix B: List of Universal Screening Tools for Identifying Characteristics of Dyslexia” of the previously referenced document as a universal

screening tool.

Students not reading at grade level, identified as previously described, in grades kindergarten through grade two are screened for the characteristics of dyslexia. Students in grades three through twelve are screened when identified by their classroom teacher as having reading difficulty and using FastBridge screening scores when available. Using the MDE document as guidance and specifically “Appendix A: Teacher Checklist for Characteristics of Dyslexia”, Heron Lake - Okabena Public Schools created the document “Checklist for the Characteristics of Dyslexia” which is included in this section of the plan. A team of applicable individuals which can include classroom teacher(s), Title I teacher(s), special education teacher(s), and other applicable individual(s) complete and review the document to determine if a student demonstrates the characteristics of dyslexia.

(c) Reading assessments in English, and in the predominant languages of district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The district must use a locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the commissioner by July 1.

(d) The district also must annually report to the commissioner by July 1 a summary of the district's efforts to screen and identify students with:

(1) dyslexia, using screening tools such as those recommended by the department's dyslexia specialist; or

(2) convergence insufficiency disorder.

(e) A student identified under this subdivision must be provided with alternate instruction under section 125A.56, subdivision 1.

The majority of this document addresses the lengths to which Heron Lake - Okabena Public Schools functions to identify and evaluate students' areas of academic need, identify applicable instruction in literacy, and report findings to MDE. The sections to address each of these items include: Process of Assessment, Parent Communication and Involvement, Multi-Tiered Systems of Support, Scientifically-Based Reading Instruction, Professional Development, English Learners and Other Diverse Populations, and Communication System for Annual Reporting.

Checklist for Characteristics of Dyslexia

This checklist has been adopted from the MDE document “Screening and Identifying Characteristics of Dyslexia” and modified for the use by (enter school district name).

Student Name: _____ Grade: _____ Date Completed: _____

Results from Universal Screening

	Universal Screening Assessment	Date of Assessment	Score	National Percentile Rank
Scores and assessment measure				

Language Indicators: Context and Meaning-Making

Indicators of Language Difficulties	Mark concerns with X	Notes: Consider describing frequency, context, what supports are helpful.
Struggles to learn and retain words such as names of colors, shapes, others' names	<input type="checkbox"/>	
Difficulty finding the right word. Student relies on descriptions, pointing, or use of imprecise language (says “stuff” or “thing”). Speech is interrupted with pauses to find right word, needs extra time to respond to questions.	<input type="checkbox"/>	
Confuses words that sound alike, such as saying “tornado” for volcano, or “lotion” for ocean	<input type="checkbox"/>	
Struggles to accurately and efficiently process orally presented information. Student may stare intently at the speaker or use visual cues to support understanding when oral information is provided too quickly or when there is “too much language” for the student to follow. Student may look around the classroom to follow what peers are doing.	<input type="checkbox"/>	

Mispronunciation of long, unfamiliar, or complicated words (e.g., says “aminal” for animal or “calerpitter” for caterpillar)	<input type="checkbox"/>	
Difficulty remembering multi-step directions or sequences (ABCs, days of the week, months)	<input type="checkbox"/>	
Relates stories in a disorganized manner that is hard for the listener to follow	<input type="checkbox"/>	

Phonemic Awareness: Mapping Sounds within Words

Indicators of Phonemic Awareness Difficulties	Mark concerns with X	Notes: Consider results of error analysis, skill inventories, observation. Indicate if there are difficulties with specific sounds.
Difficulty identifying initial, medial or final sound of a word	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity ¹	
Struggles to identify or create rhyming words, does not enjoy rhyming	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Unable to break words into separate speech sounds ('cat' has three sounds /c/ /ă/ /t/). <i>Note: EL learner's first language may break words into syllables rather than phonemes (e.g., Spanish). Document student differences relative to EL peer group.</i>	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Difficulty deleting or substituting phonemes during phonemic awareness activities	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	

¹ Automaticity means within two seconds. It is important to measure consolidated skills and not compensatory skills. The goal is to measure what is effortless (Kilpatrick, 2015).

Orthography: Mapping Sounds to Letters

Indicators of Orthographic Difficulties	Mark concerns with X	Note: Consider error analysis, observations, spelling inventories, etc. Note specific sounds that are difficult.
Doesn't know letters in own name (first or last)	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Confuses similar-looking letters (directionality)	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Difficulty learning or recalling letter sounds (despite repeated practice)	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Difficulty with fluent/automatic naming of letters	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Misspellings indicate not all sounds are represented or errors are not phonetic (make note in phonemic awareness that this skill is missing)	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Misspellings are phonetically correct (all sounds are represented) but with the wrong graphemes (letters/patterns)	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Misspellings show student isn't using morphemes correctly (e.g., 'wacht' for watched)	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Student struggles with letter formation. Note which graphemes and/or other issues related to spacing.	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Spells same word multiple ways within the same document. May even misspell a word the student can see or refer to on the board or worksheet.	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Limits writing to words student can spell (note differences between oral language and written work)	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	
Written responses are limited in length and detail compared to what would be provided in an oral response.	<input type="checkbox"/> Accuracy <input type="checkbox"/> Automaticity	

Indicators of Decoding Difficulties	Mark concerns with X	Note: Consider error analysis, skill inventories, and observations. Include explicit instruction, strategies, etc. that make it better.
Student's word reading errors: <ul style="list-style-type: none"> • show no connection to the sounds of the letters (reads "rabbit" as "bunny") • substitutes similar-looking words (reads "luck" as "lunch") • makes wild guesses at words (may use first letter) • relies heavily on the context or pictures in a story to "read" (e.g., student may look up at the ceiling to "figure out" a word) 	<input type="checkbox"/>	
Reads letters out of sequence (e.g., reads 'saw' as 'was' or 'from' as 'form)	<input type="checkbox"/>	
Difficulty holding letter sounds in mind when decoding (e.g., may sound out 'p-i-n' and then say "pick"	<input type="checkbox"/>	
Mixes up or omits small function words when reading (e.g., the, to, of, if, for)	<input type="checkbox"/>	
Frequently misreads common high frequency words even after practice (e.g., when, where, there, went, they, their, been, to, does, said, what)	<input type="checkbox"/>	
Reads or sounds out a word and then doesn't recognize that word later in the text	<input type="checkbox"/>	
Decoding is accurate but slow and labored (not automatic or fluent) <ul style="list-style-type: none"> • Student is reading sound by sound with difficulty blending • Student is reading word by word but choppy and hesitant 	<input type="checkbox"/>	

Educational Experiences

Indicators Additional Instruction is Necessary	Date (s)	What were the results?
Speech-language difficulties during early childhood		
Student repeated a course, grade, or service		
Student was referred for services: speech-language, special education, Title 1 services, Alternative Delivery of Instructional Supports and Services (ADSIS) etc.		
Student received / is receiving services: speech-language services or additional reading instruction		
Organizational time, study halls, other supports have been provided to help student keep up with workload and complete assignments.		
Instruction provided outside of school (tutoring or efforts provided by the family)		
Student was evaluated for special education or a 504 plan		
Student has qualified for special education or a 504 plan		
<i>Additional relevant experiences not listed above</i>		

Child and Family History

Child and Family History Indicators	Mark concerns with X	Note information relevant for planning intervention frequency, duration, intensity.
A family member has reading or spelling difficulties (may or may not have a formal diagnosis)	<input type="checkbox"/>	
Student has been evaluated or diagnosed with dyslexia, specific learning disorder or reading disorder	<input type="checkbox"/>	
Student has been evaluated or diagnosed with a speech or language disorder or demonstrates speech-language difficulties requiring intervention	<input type="checkbox"/>	

Child and Family History Indicators	Mark concerns with X	Note information relevant for planning intervention frequency, duration, intensity.
Student has been evaluated or diagnosed with ADHD or has difficulty sustaining attention	<input type="checkbox"/>	
Parents have discussed concerns with the school regarding student's difficulties with reading, language and/or attention	<input type="checkbox"/>	

Student Experiences

Student Experience Indicators	Mark concerns with X	Notes
Student complains of physical illness or actively avoids reading (puts head down, find excuses to stop or distract from task, multiple breaks during reading and writing, etc).	<input type="checkbox"/>	
Student expresses how hard reading is for them compared to others (siblings, students, etc.)	<input type="checkbox"/>	
Student complains of being stupid/dumb	<input type="checkbox"/>	
It takes multiple times longer for student to complete reading or homework assignments compared to siblings and peers	<input type="checkbox"/>	
Student prefers audio supported text / apps when available	<input type="checkbox"/>	
<i>Additional relevant information from conferences with student and parent not listed above</i>	<input type="checkbox"/>	

Summary

Committee Summary:

The committee feels (student name) (does/does not) have the characteristics of Dyslexia.

DISTRICT PATRON FEEDBACK:

1. Was the information easy to find?
2. Is this document useful?
3. Were the reading strategy links in working with your child?
4. Did you feel supported by the school district to help your child read well by 3rd grade?