

GARRARD COUNTY SCHOOLS

EARLY LITERACY & DYSLEXIA SUPPORT PATHWAY

District Guidance for Identification, Intervention, and Progress Monitoring

Implementing Board Policy 08.1313

Purpose

This guidance operationalizes Garrard County Schools Board Policy 08.1313 by providing a common pathway for identifying students with characteristics of dyslexia, determining specific literacy needs, delivering evidence-based support, and monitoring response. It is intended for classroom teachers, interventionists, MTSS teams, school administrators, district literacy staff, and families.

The pathway is built around one guiding question: What is making reading difficult for this student, and what does the student need from us next? Assessment should lead to instructional action—not serve primarily as a labeling mechanism.

GCS Non-Negotiables

Expectation	What it means in practice
Strong Tier 1	Daily, high-quality literacy instruction using approved resources
Early identification	Prompt screening and response when concerns emerge
Identify the need	Use diagnostic information to determine the specific skill or subskill to teach next
Evidence-based intervention	Provide explicit, systematic, structured literacy instruction matched to the need
Monitor and adjust	Use frequent, skill-aligned progress monitoring and intensify or modify support when growth is insufficient
Family partnership	Communicate clearly about screening, supports, progress, and ways families can help
Continued access	Maintain access to grade-level learning and rich text while foundational skills are addressed

The GCS Support Pathway

Stage	Action	Decision / Next Step
1. SCREEN	Administer i-Ready Reading universal screening within required timelines.	Review results for risk indicators.
2. LOOK CLOSER	When screening, teacher, or parent concern indicates possible need, review classroom evidence and persistent patterns.	Determine whether additional diagnostic information is needed.
3. IDENTIFY THE NEED	Use the GCS-approved diagnostic assessment or measure that best answers the instructional question.	Pinpoint the specific literacy skill or subskill requiring support.
4. INTERVENE	Develop or update the student Reading Improvement Plan, as applicable, and deliver targeted structured literacy intervention.	Match instruction, dosage, and group size to the identified need.
5. MONITOR	Set a measurable goal and collect brief, skill-aligned progress data.	Determine whether the student is responding to support.

6. RESPOND	Review data through the MTSS/problem-solving process.	Continue, fade, intensify, revise, or consider additional evaluation procedures as appropriate.
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1. Screen and Look Closer

All K–3 students participate in universal reading screening using i-Ready Reading within required state timelines. Screening identifies students who may need closer review; it does not diagnose dyslexia or automatically determine special education or Section 504 eligibility.

Grade	Required window	GCS expectation
Kindergarten	Within first 45 instructional days	Use results to identify initial foundational literacy needs.
Grades 1–3	Within first 35 instructional days	GCS expects completion within the first 30 instructional days when feasible to accelerate support.
K & Grade 1 spring	Within final 14 instructional days	Use results to document growth and plan continued support.

Look for persistent patterns in phonological/phonemic awareness, sound-symbol association, decoding, encoding/spelling, word recognition, and fluency. Classroom evidence and teacher or parent concerns may trigger the Look Closer phase even when a single screening result is not conclusive.

2. Identify the Specific Need

Select the assessment or measure that best answers the immediate instructional question. GCS uses i-Ready diagnostic tools, Core Literacy Tasks, Amira, and other approved skill-aligned measures as appropriate. Do not administer every assessment to every student.

Instructional question	Possible measure	Use the results to...
Is the student at risk in reading?	i-Ready universal screening	Identify students needing closer review.
Which foundational skill is weak?	i-Ready Core Literacy Tasks / approved diagnostic	Pinpoint letter-sound, phonological, or phonemic skill needs.
Is decoding transferring to unfamiliar words?	Word or pseudoword decoding measures	Determine whether phonics knowledge is being applied.
Is connected-text reading a concern?	Amira / connected-text diagnostic	Examine accuracy, fluency, and word-recognition performance.

3. Intervene

Intervention should address the identified need—not simply provide more of the same instruction. GCS expects structured literacy approaches that are explicit, systematic, sequential, cumulative, and responsive to student performance.

If the need is...	The intervention should emphasize...
Phonological / phonemic awareness	Direct modeling and guided practice with the specific sound skill.
Sound-symbol knowledge / phonics	Explicit instruction in the relevant grapheme-phoneme relationships and cumulative review.
Decoding	Practice applying taught patterns to words, including unfamiliar words when appropriate.
Encoding / spelling	Explicit sound-to-print mapping connected to the taught patterns.
Automatic word recognition / fluency	Targeted practice that builds accuracy and automaticity while maintaining access to meaningful text.

4. Monitor and Respond

Progress monitoring must be brief, repeated, documented, and directly aligned to the skill being taught. Broad reading scores should not be the sole measure of progress when the intervention targets a specific foundational skill.

Intervention focus	Progress-monitoring example
Phonemic segmentation	Brief phoneme segmentation check
Taught phonics pattern	Word or pseudoword measure aligned to the pattern
Word-reading automaticity	Sight-word or isolated word recognition measure

When progress is insufficient, the team should review: (1) whether the correct need was identified, (2) whether the intervention is evidence-based, (3) fidelity of implementation, (4) intensity and dosage, (5) opportunities to respond, (6) alignment of the progress measure, and (7) whether time, group size, instructor, or intervention should change.

MTSS is a support framework and must not be used to delay or deny a referral for a comprehensive evaluation when a disability is suspected.

Roles at a Glance

Role	Primary responsibility
Classroom teacher	Deliver strong Tier 1 instruction; identify concerns; implement classroom supports; communicate with families.
Interventionist	Deliver targeted intervention; support diagnostic assessment; maintain progress-monitoring records.
MTSS / Reading team	Review data, develop or revise plans, determine response, and intensify or adjust support.
Principal	Ensure pathway implementation, staff support, data review, and intervention fidelity.
District literacy staff	Provide guidance and professional learning; support screening processes, data systems, and required reporting.
Parents / guardians	Share relevant information, participate in problem-solving, and maintain communication with the school.

Quick Reference: Teacher and Administrator Actions

Teachers	Administrators / MTSS teams
Review screening and classroom evidence.	Verify K–3 screening completion and data review.
Identify the specific skill of concern.	Ensure staff understand dyslexia characteristics and the pathway.
Use approved diagnostic information as needed.	Ask: What is the specific need? What are we doing? How often? Is it working?
Deliver targeted, explicit instruction.	Review intervention fidelity, dosage, and progress data.
Set a measurable goal and monitor the taught skill.	Ensure supports are intensified or revised when needed.
Communicate with families and document the response.	Maintain required records and reporting processes.

Special Education, Section 504, and Accommodations

Identification of characteristics of dyslexia does not automatically establish eligibility for special education or Section 504. Eligibility decisions follow applicable federal and Kentucky requirements and are made through the appropriate school team processes. A medical diagnosis may be considered as evidence but does not automatically determine eligibility.

Accommodations support access and demonstration of learning; they do not replace explicit instruction. Supports should be individualized and routinely used when appropriate. Possible categories include presentation, response, setting, and timing/scheduling supports.

Annual Implementation Cycle

Timeframe	Primary focus	Key actions
Aug–Sept	Prepare & Screen	Train staff; complete universal screening; review initial data.
Sept–Oct	Identify Need	Complete targeted diagnostics; establish or update intervention plans.
Oct–Dec	Intervene & Monitor	Deliver targeted support; collect and review skill-aligned progress data.
January	Reassess	Review winter data; adjust goals, groups, or interventions.
Feb–Apr	Intensify & Monitor	Continue support; revise intensity or approach when response is insufficient.
Apr–June	Evaluate & Plan	Review spring data; plan continued supports and complete required reporting.

Required Documentation and Reporting

GCS will maintain the student-level information required by Board Policy 08.1313 and applicable Kentucky requirements, including screening and diagnostic information, students displaying characteristics of dyslexia as defined in the governing requirements, literacy interventions, and the process or tools used to evaluate progress. District procedures should identify the approved data system, responsible staff, and annual verification timeline.