

What Makes a Dyslexia-Friendly District?

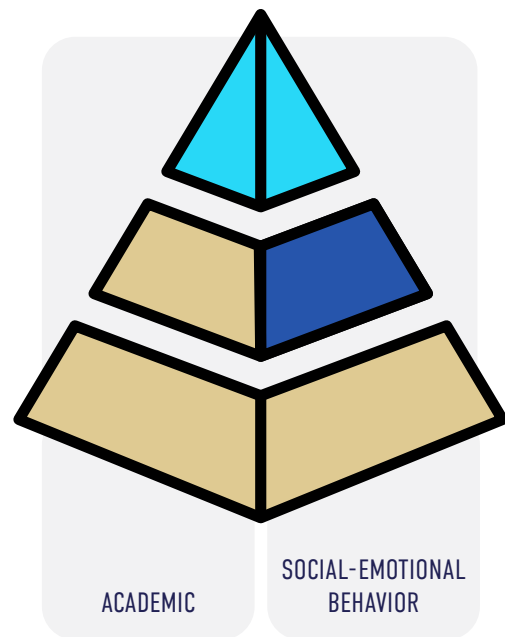
System Alignment with MTSS, Evidence-Aligned Practices
Structured Literacy Across All Tiers

Our work began ahead of the curve—Skaneateles began implementing structured literacy and MTSS reforms in 2019, years before NYSED’s “Back to Basics” Literacy Initiative launched statewide.



Tiered Support:

All students in Grades K–8 participate in AIMSweb universal screening three times per year. Screening data and other assessment data informs our K-12 MTSS decision-making.



Tier 3:
Intensive
Individualized Interventions
Wilson Reading System®
(certified educators)

Tier 2:
Targeted
Group Interventions
Foundations® (K–3, data-indicated);
Just Words® (4–8)

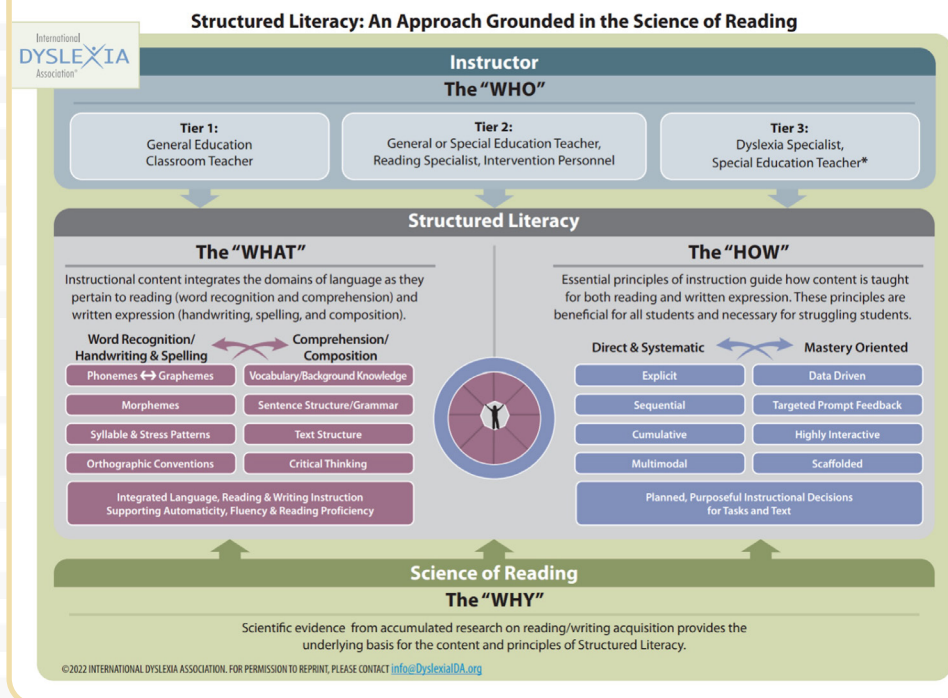
Tier 1:
Universal Instruction
Foundations® (K–3)



In 2024, we established five learning priorities have guided our work to shape our instructional practices, professional learning, and student supports. We are proud of the purposeful ways we’ve built on our strengths to advance literacy and learning for all students.

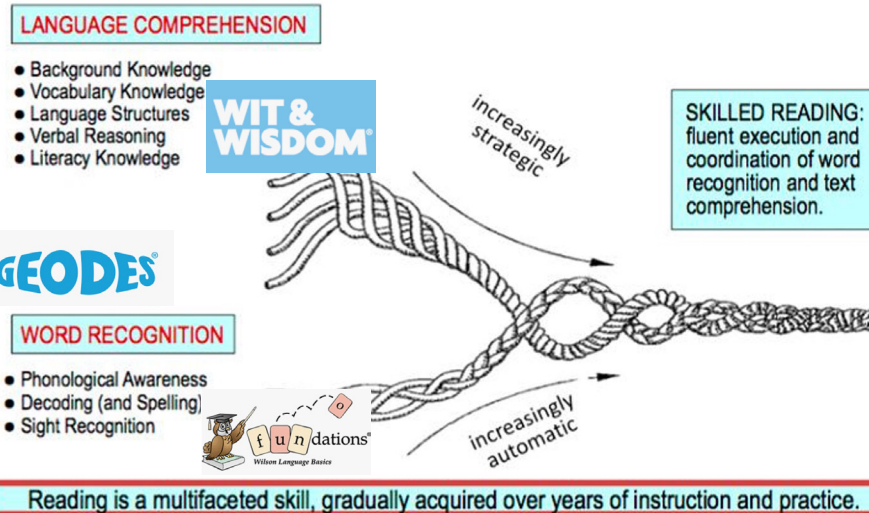
Research Anchors Our Work

Structured Literacy drives our instructional focus: phonemic awareness, decoding, encoding, morphology, fluency, writing, comprehension



Curriculum Alignment: In 2020 and 2025, we used NYSED audit tools to review curriculum through the lens of Structured Literacy. Core programs were selected to align with Scarborough’s Reading Rope and support comprehension and word recognition across all tiers.

Scarborough’s Reading Rope (2001)



SKANEATELES'S JOURNEY TO PROMOTING DYSLEXIA-FRIENDLY SCHOOLS

Collaboration, Literacy Action Plan
& Tools to Support Implementation



Francine Grannell
Humanities Curriculum
Coordinator



Jennifer Whipple
Director of Special
Education

In 2018, Skaneateles CSD welcomed new leadership in both Humanities and Special Education.

From the start, there was a shared commitment to cross-departmental collaboration—laying the foundation for a cohesive MTSS structure and consistent districtwide practices in literacy intervention and evaluation.



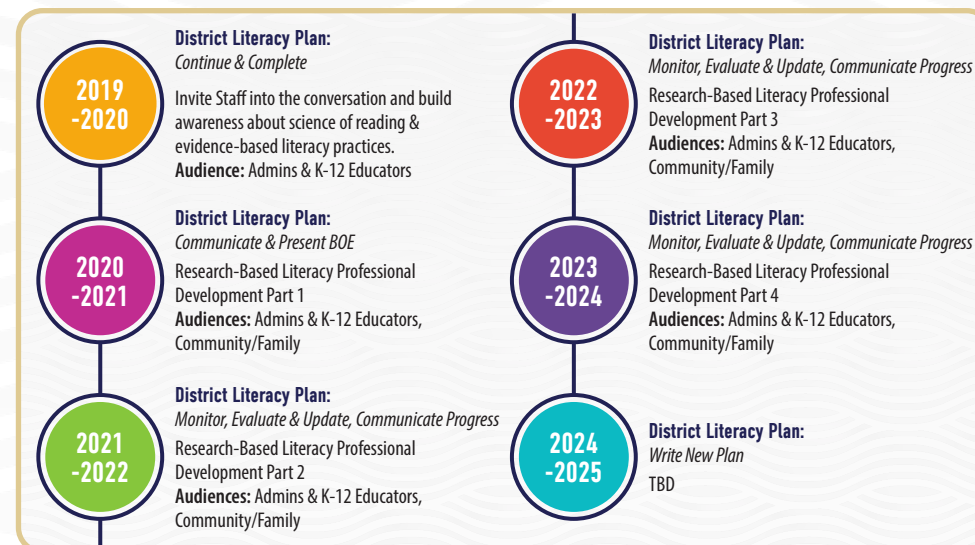
WRS became our entry point and catalyst—demonstrating the power of explicit, systematic instruction rooted in the Science of Reading.



WRS anchors our MTSS framework, ensuring students with intensive needs access instruction that works.

Literacy Action Plan (2019–2025)

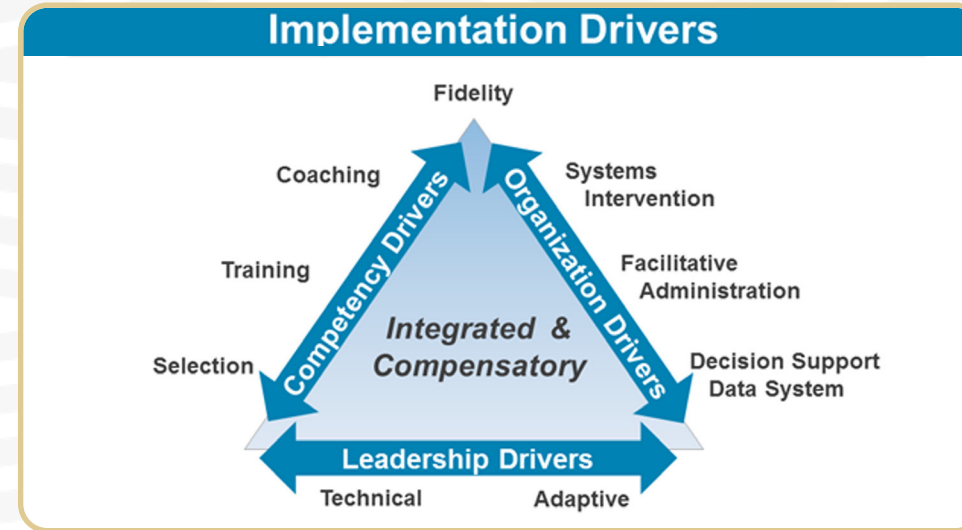
Reflects a multi-year commitment to building educator expertise, aligning instruction and resources, and expanding equitable access to evidence-based literacy practices across all tiers.



This transformation has been driven by strong leadership, embedded coaching, and collaborative teaming—ensuring sustainability at every level.

Implementation That Works

Our district applies the principles of implementation science to ensure every evidence-based practice is delivered with fidelity and sustained over time (Fixsen et al., 2005). Through cycles of improvement, leadership, and organizational support, we make literacy success achievable and scalable.



“WRS didn’t just help us intervene—it helped us transform.”



From Initiative to Impact

The Skaneateles Central School District was honored at the **Wilson Language Training® Summer Conference in Boston** as one of Wilson’s recognized **Dyslexia-Friendly School Districts** — celebrating our five-year journey toward evidence-aligned literacy instruction for all learners.

Building Capacity & Sustainability

Outcomes, Leadership, Professional & Community Learning

Student Growth

- 100% of students receiving WRS show growth in decoding, fluency, and confidence.
- Students in Tier 1 & 2 show measurable gains in phonics and encoding
- Fewer Tier 3 referrals—early intervention is working



Student Voice: “I understand how words work now.”

Leadership That Builds Systems

In 2012, Francine Grannell received the Mary Ann Bonneau Administrator Award from Wilson Language Training, a national recognition for exemplary district-level leadership in implementing the Wilson Reading System. This honor reflected her early work building systems to support students with dyslexia and struggling readers. Since joining Skaneateles in 2018 as an in-district Wilson Trainer, she has applied that experience to lead the development of a comprehensive Structured Literacy system. Drawing on nearly two decades of expertise, her leadership helped establish foundational practices and internal capacity that continue to define the district’s dyslexia-friendly approach.



In 2023–2024, Connie Bohrer became the district’s second in-district Wilson Trainer, further expanding internal expertise.

Professional Learning & Community Engagement

National Recognition Our Small Bites video series was honored with a 2024 National School Public Relations Association Award. The series supports educators and families in understanding evidence-based literacy practices.



Commitment to Professional Learning

- 13 WRS-certified teachers across schools
- Ongoing WRS Level I & II cohort training (2023–2025)
- Commitment to ongoing professional learning, including attendance at WLT Summer Conferences

Collaborative Systems

- Cross-disciplinary teams support students with dyslexia risk factors
- Psychologists, principals, and providers lead referrals and evaluations

Sustainable Structures

- Literacy Walks, Stepbacks, and embedded coaching cycles
- Shared tools and instructional language align practices K–12

Flexible Scheduling

- K–12 schedules ensure continued access to explicit reading instruction