



**GREEN LAKE**  
SCHOOL DISTRICT  
AN ENVIRONMENT OF EXCELLENCE

## **Early Literacy Remediation Plan**

Green Lake Public School District



# Early Literacy Remediation Plan

## Green Lake Public School District

### Table of Contents

Introduction.....	3
Overview of the District’s Approach to Early Literacy Instruction.....	4
<b>Wisconsin Early Literacy Assessments in Kindergarten through Third Grade.....</b>	<b>5-11</b>
Fundamental Skills Screening Assessment (4K).....	
Universal Screening Assessment (5K through Third Grade).....	
Diagnostic Literacy Assessments (5K through Third Grade).....	
The State’s Standardized Third Grade Reading Test.....	
Early Literacy Learning Supports and Interventions.....	13
Early Literacy Interventions: Eligibility Mandates under State Law.....	16
Personal Reading Plans for “At-Risk” Students (5K through Third Grade).....	17-18
<b>Monitoring Activities for Students Receiving Reading Intervention.....</b>	<b>19-20</b>
Parent Notifications.....	
.....21-23	
General Information Relating to Parent Notifications under this Plan.....	
Notifications Relating to Reading Readiness Assessments.....	
Notifications Relating to Student Personal Reading Plans.....	
Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction in the District ..... .....	24-25

Template: WASB

© 2024 Wisconsin Association of School Boards, Inc

# Introduction

## *The Purpose of this Plan*

This *Early Literacy Remediation Plan*, which is required by state law, addresses reading instruction, assessment, and remediation with a primary, but not exclusive, focus on five-year-old kindergarten through third grade. See § [118.016\(6\)](#).

The Plan is intended to help the **District and its staff** to:

- Achieve the goals that the District has established for student learning within the District’s reading program.
- Identify students who may be struggling with reading and literacy development.
- Structure and provide literacy-related interventions and learning support to students who have an identified need.
- Improve the District’s reading curriculum and instructional practices.

Another purpose for creating this Plan is to provide **parents, guardians, and other caregivers** with information about:

- The reading readiness and early literacy assessments that the District administers to students in kindergarten through third grade.
- How the District uses the results of reading readiness assessments and other information to plan and provide instructional interventions and added learning support for individual students, if needed.
- The notices that the District provides to families about the results of student assessments, as well as other communications that families may receive about their child’s reading skills and literacy development.

*Note: As further explained in the “Parent Notifications” section (below), the term “parent,” when used in this Plan, should be understood to include legal guardians and certain other caregivers acting as a child’s parent for school purposes.*

## *Primary District Contact(s) Regarding this Plan*

If any District families or other District stakeholders have questions about this Plan, the District’s overall approach to reading instruction in kindergarten through third grade, or the District’s approach to literacy-related assessments and learning supports, please contact:

Katie James  
4K-6 Elementary Principal  
612 Mill Street  
Green Lake, WI 54941  
(920) 294-6411 ext. 1124  
[jamesk@glsd.k12.wi.us](mailto:jamesk@glsd.k12.wi.us)

Cathy Moore  
7-12 Secondary Principal  
612 Mill Street  
Green Lake, WI 54941  
(920) 294-6411 ext. 1302  
[moorec@glsd.k12.wi.us](mailto:moorec@glsd.k12.wi.us)

## *Location on School Website*

The most current version of this Plan can be found at a link located on the following School District web page:  
<https://www.glsd.k12.wi.us/>

# Overview of the District’s Approach to Early Literacy Instruction

## *Foundational Elements*

Early literacy instruction in the District is built on a foundation of:

- Licensed, professional educators who understand the life-long importance of each child’s early literacy education and who have specific training in the areas of reading instruction and literacy development.
- District-adopted student academic standards in reading and English language arts.
- The District’s sequential curriculum plans in reading and English language arts for kindergarten through third grade.
- The curricular materials and instructional methods that are used to implement the District’s academic standards and curriculum-based learning objectives.
- An adaptable framework for early literacy instruction that provides sufficient flexibility to foster continuous learning, growth, and enhance engagement and enjoyment for all students.

## *Key Features of Early Literacy Instruction in the District*

The following are some of the key features of the District’s approach to early literacy instruction:

- The District emphasizes the consistent use of instructional methods that reflect evidence-based best practices and the selection and use of curricular materials that have been designed and shown to be effective tools for early literacy development.
- The District offers differentiated pathways for student learning that can accommodate the needs of students who demonstrate advanced literacy skills as well as the needs of students who are struggling to reach and/or maintain grade-level literacy skills.
- The District uses a variety of assessment techniques, both formal and informal, to determine each student’s current skills and knowledge, to identify any learning gaps related to literacy development, and to measure learning and growth following instruction and any interventions.
- As further described below, the District relies on a tiered system of learning support—consisting of a wide range of interventions, instructional and curricular modifications, and other support services—to meet the needs of students who need assistance reaching or maintaining grade-level literacy skills.

## *Tiered Learning Support for Students Who Need Assistance Reaching or Maintaining Grade-Level Literacy Skills*

The District uses a tiered system of instructional interventions and supports under which different tiers correspond to different types and levels of student need. The tiered system also helps District educators to identify options for adjustments if initial interventions and supports are not creating results that match expectations for improvement.

**The primary focus of this *Early Literacy Remediation Plan* is on the District’s implementation of the state-mandated early literacy assessments and various state-mandated student intervention processes.** However, the District’s approach to early literacy instruction recognizes that, in some cases, it is possible to identify individual learning needs and adjust instruction in a manner that will help a student make progress in building their grade-level literacy skills *before* the student is identified as being in need of more formal and more intensive interventions.

The District also recognizes that its tiers of literacy-related interventions and reading services need to be coordinated with other District programs and services that can have overlapping goals and purposes. For example, a student who is struggling with certain literacy skills and who could benefit from targeted reading interventions may also be a student with a disability who has an Individualized Education Program (IEP) in place or an English Learner who has a plan in place for developing proficiency in English.

At all tiers of learning support, there is a common emphasis on identifying individual needs, matching instruction and interventions to those needs, and monitoring learning to determine whether the interventions are helping the student to make progress.

# Wisconsin Early Literacy Assessments in Kindergarten Through Third Grade

## *Scope of this Section of the Plan*

This section of the *Early Literacy Remediation Plan* identifies the following early literacy assessments that, under state law, the District is required to administer to students who are enrolled in kindergarten through third grade:

1. The fundamental skills screening assessment (4K)
2. The universal screening assessment (5K through third grade)
3. Diagnostic literacy assessments (some students in 5K through third grade)
4. The state's standardized third grade reading test

In addition to these formal, state-mandated assessments, District educators also use a variety of other assessment methods and assessment tools to evaluate students' skills, needs, and learning progress related to reading and other aspects of early literacy.

## Fundamental Skills Screening Assessment (4K)

### *The Assessment Tool*

The AimswebPlus is the fundamental skills screening assessment that is administered to students who are enrolled in four-year-old kindergarten (4K).

The Phonemic Awareness (initial sounds) test is given Fall and Spring. It is given one-to-one by the teacher for an estimated 2-3 minutes.

The Letter Sound Knowledge test is given in the Spring. It is also given one-to-one by the teacher for an estimated 1-2 minutes.

It is a state-mandated and state-selected reading readiness screening tool. See § [118.016\(2\)](#). State law does **not** allow families to choose whether to have their child(ren) participate in this assessment.

### *Purpose/Content of the Assessment*

The purpose of the fundamental skills screening assessment is to evaluate students who are enrolled in 4K on:

- phonemic awareness
- letter sound knowledge

### *Timing of the Assessments*

The District administers the fundamental skills screening assessment to 4K students at least **two times\*** during the school year.

1. The first administration takes place within 45 calendar days of the start of the school term for students each fall.
2. The second administration occurs in the second half of the school year, at least 45 calendar days before the last day of the regular annual school term.

*\* Note: In the 2024-25 school year, the District is required to administer the assessment only one time. The 2024-25 schedule may be modified due to this exception.*

### *Parental Notice of Assessment Results*

As further addressed in the “Parent Notifications” section of this Plan, parents will be notified of the assessment results within **15 calendar days** after the assessment is scored.

### *How the District Uses the Results of this Assessment*

It is not unusual for students enrolled in 4K to be at many different levels of reading readiness. With that in mind:

- The results of a fundamental skills screening assessment do not automatically trigger either a mandatory “diagnostic assessment” or mandatory learning interventions.
- The District will use the assessment results as one data point to determine if a student should be monitored, referred for any type of further evaluation, or considered for instructional modifications or interventions.

See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”

## Universal Screening Assessment (5K through Third Grade)

### *The Assessment Tool*

The AimswebPlus is the reading screener that is administered to students who are enrolled in five-year-old kindergarten (5K) through third grade.

It is a state-mandated and state-selected screening tool. See § [118.016\(3\)\(a\)](#). State law does **not** allow families to choose whether to have their child(ren) participate in this screening assessment.

- The Phonemic Awareness (initial sounds) test is given in Fall, Winter, and Spring to Kindergarteners. It is given one-to-one by the teacher for an estimated 2-3 minutes.
- The Phonemic Awareness (phoneme segmentation) test is given in Fall to 1st graders. It is given one-to-one by the teacher for an estimated 2-3 minutes.
- The Oral Vocabulary (auditory vocabulary or vocabulary) test is given Fall, Winter, and Spring for grades 5K-3rd. It is given one-to-one in grades 5K-1 (2-4 minutes) and on a computer in grades 2-3 (3-15 minutes).
- The Alphabet Knowledge (Letter naming fluency) test is given in Fall, Winter, and Spring to 1st graders. It is given one-to-one by the teacher and is estimated to take 1 minute.
- The Letter Sound Knowledge test (Letter word sounds fluency) is given in the Fall (5K-1), Winter (5K) and Spring (4K-5K). It is also given one-to-one by the teacher for an estimated 1-2 minutes.
- The Decoding Skills test (oral reading fluency) is given in the Fall, Winter, and Spring for grades 1-3. This test is given one-to-one by the teacher and is estimated to take 2 minutes.

In addition to the state mandated aimswebPlus screener, GLSD also has a robust universal literacy assessment system to gather more information about our students’ literacy processing and learning.

### *Purpose/Content of the Assessment*

The purpose of the universal screening assessment is to evaluate students enrolled in 5K through third grade in the following areas:

- Phonemic awareness
- Decoding skills
- Alphabet knowledge
- Letter sound knowledge

- Oral vocabulary

In addition to the state mandated aimswebPlus screener, our district universal literacy assessment system evaluates our students in additional areas of literacy:

- Phonemic Awareness
- Phonological Awareness
- Phonics
- Writing
- Comprehension
- Fluency
- Concepts About Print
- Monitoring
- Rereading
- Cross-checking
- Searching for more information
- Self-correcting
- Initiating
- Problem-solving

The screening assessments used in 5K to third grade:

- Attempt to identify students who may be struggling with reading skills and literacy-related learning objectives.
- Provide a basic checkpoint on a student's reading progress during the school year.
- Help classroom teachers to identify, on both a group and individual basis, any skills or learning objectives that may need some reinforcement or enrichment and the content that students may be ready to learn next.

### *Timing of the Assessments*

The District administers the universal skills screening assessment to students who are enrolled in 5K through third grade at least **three times** \* during each school year, as follows:

- Within 45 calendar days of the start of the school term for students each fall.
- Near the middle of the annual school term.
- In the second half of the school year, at least 45 calendar days before the last day of the regular annual school term.

*\* Note: In the 2024-25 school year, the District is required to administer the assessment only two times. The schedule may be modified due to this exception.*

### *Parental Notice of Assessment Results*

As further addressed in the "Parent Notifications" section of this Plan, parents will be notified of the assessment results within **15 calendar days** after the assessment is scored.

### *How the District Uses the Results of this Assessment*

As defined in state law, a student is considered to be "**at-risk**" with respect to early literacy learning if the student scores below the 25th percentile on a universal screening assessment.

For each 5K to third-grade student who is determined to be "**at-risk**" of reading difficulty based on the results of the screener, the District will:

- Administer a **diagnostic literacy assessment** to help further evaluate the student's skills and needs.
- Start or, if applicable, continue the process of developing and implementing a **personal reading plan** for the student.

For students who are **not** considered “at-risk,” the District will use the assessment results as one data point to help determine if a student should be monitored, further evaluated, or considered for possible interventions or extensions. See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”

## Diagnostic Literary Assessments (5K through Third Grade)

### *The Assessment Tool*

The District has selected the following tools for use as diagnostic literacy assessment(s) within the District:

- aimswebPlus
- Other Diagnostic Tools used at the discretion of the interventionist:
  - MASI-R Oral Reading Fluency Measures
  - CORE Vocabulary Screening Test
  - Arkansas Rapid Naming Screener
  - CORE Phoneme/Phonics Surveys
  - San Diego Quick Assessment of Reading
  - CORE Reading Maze Comprehension Test
  - CORE Spelling Inventory
- In instances where section [118.016\(3\)\(b\)](#) requires the District to administer a diagnostic assessment, state law does **not** provide families with an opportunity to choose to opt their child(ren) out of the assessment.

### *Purpose/Content of the Assessment Tool*

At least one diagnostic assessment in the following areas will be selected based on the child’s needs as identified by the universal screeners and district assessments:

- Phonemic awareness
- Decoding skills
- Alphabet knowledge
- Letter sound knowledge
- Oral language development
- Rapid naming
- Phonological awareness
- Concepts About Print
- Word recognition
- Spelling
- Vocabulary
- Listening comprehension
- Writing
- When developmentally appropriate for the student, oral reading fluency and reading comprehension

See §§ [118.016\(1\)\(b\)](#) and [118.016\(3\)\(b\)](#). As an assessment of **skills**, a diagnostic assessment can help to identify a child’s potential learning gaps with greater precision. However, the District’s diagnostic literacy assessments do **not** determine whether a student may have any medical or developmental condition or disability that may be affecting the child’s learning.

### *Family History Survey Component*

In connection with a diagnostic assessment, the District will also provide an opportunity for the student’s family to complete a family history survey to provide additional information about any learning difficulties in the student’s family. The family history survey will be sent out annually.

### *Eligible Students and Timing of the Assessments*

The District is required to administer a diagnostic assessment to a student if **either** of the following applies:

- The results of a universal screening assessment indicate that the student is **“at-risk”** with respect to early literacy learning.
  - If the student’s “at-risk” status relates to the **first** screening assessment of the school term, then the diagnostic assessment is to be completed by the second Friday of November.
  - If the student’s “at-risk” status relates to the **second or third** screening assessment of the school term, then the diagnostic assessment is to be completed within 10 calendar days of the screener.
- A teacher or parent who suspects that the student may be demonstrating characteristics of dyslexia submits a request for a diagnostic assessment.\*
  - The assessment must be conducted within 20 calendar days of the request.

*\* Note: This requirement applies to requests submitted beginning on January 1, 2025.*

“To the extent permitted by state law for a student who is already receiving interventions and services under a personal reading plan, the District may determine that a student does not need to repeat a diagnostic assessment that the student has already taken [in the same school year], even if there is a secondary basis under which the student has qualified for the diagnostic assessment.”

It is possible that the District may determine that other students could benefit from completing a diagnostic assessment that would not be mandatory under state law.

### *Parental Notice of Assessment Results*

As further addressed in the “Parent Notifications” section of this Plan, parents will be notified of the assessment results within **15 calendar days** after the assessment is scored.

### *Additional Parent Communications*

As further addressed in the “Parent Notification” section of this Plan, the District will provide **information about dyslexia** to the parent of each student the District is required to assess using a diagnostic assessment.

If a student’s score on a **diagnostic assessment** places the student in the “at-risk” classification, then the District is also required to provide **special education referral information** to the student’s parent.

### *How the District Uses the Results of this Assessment*

Like the 5K to third-grade screening assessments, a student is also considered to be **“at-risk”** with respect to early literacy learning if the student scores below the 25th percentile on a **diagnostic assessment**.

For each student who is “at-risk,” the District will start or, if applicable, continue the process of developing and implementing a **personal reading plan** for the student.

If a student already has a personal reading plan in place at the time that the student completes a diagnostic assessment, the results of the diagnostic assessment will be used to inform possible changes to the plan and may be used to help monitor the student’s progress.

For students who are **not** considered “at-risk,” the District will use the assessment results as one data point to help determine if the student should be monitored or otherwise further considered for possible interventions or services.

See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”

## The State’s Standardized Third Grade Reading Test

### *The Assessment Tool*

The **Wisconsin Forward Exam** in the area of English language arts (ELA) is used as the reading test that school districts must administer annually to students enrolled in third grade. See § [121.02\(1\)\(r\)](#). Some students with significant cognitive disabilities may participate in an alternative assessment.

The Wisconsin Department of Public Instruction may designate one or more sub-scores within the ELA area of the Forward Exam for school districts to use for specific purposes.

The Forward Exam is an online assessment. The District estimates that it will typically take a combined total of about 125 minutes for a student to complete the ELA sections of the Forward Exam.

We encourage all students to take the Forward Exam. Parents who wish to discuss the opt-out process for the Forward Exam should reach out to their school’s principal.

### *Purpose/Content of the Assessment*

The Forward Exam is a summative assessment that evaluates cumulative learning. The test is research-based. The ELA part of the Forward Exam includes sections that cover reading, language, and writing.

### *Timing of the Assessments*

The Forward Exam is administered in the spring of each school year during a testing period established annually by the Wisconsin Department Public of Instruction.

### *Parent Notice of Assessment Results*

The District will provide each student’s parent with the results of their child’s performance on the Forward Exam once those results are available.

### *How the District Uses the Results of this Assessment*

The District uses the results of the reading/literacy portion of the annual third grade Forward Exam for a variety of purposes, including the following:

- If a student has a personal reading plan in place as an “at-risk” student during third grade, the results of the assessment (or the applicable sub-score(s)) may be used to evaluate the student’s progress and to determine whether the student has successfully completed the reading plan.
- Even if a student does **not** have a personal reading plan in place at the time that the District receives the Forward Exam results, the District will identify and provide appropriate interventions or remedial reading services if the District determines that **either** of the following applies:
  - The student has failed to score above the state minimum performance standard on the applicable ELA/reading portion of the Forward Exam and it is determined that the student’s test performance accurately reflects the student’s reading ability.
  - The student has not met the minimum performance benchmarks that show that the student is meeting the grade-level reading objectives that are specified in the District’s reading curriculum plan. The results of the Forward Exam serve as one indicator that may be used to make this determination.

See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”



# Early Literacy Learning Supports and Interventions

## *What are “Interventions”?*

Providing an “intervention” typically means applying the systematic use of a technique, program, or practice that has been designed and shown to improve learning in specific areas of student need. To be effective, interventions must be accurately matched to the student’s needs, and the student’s response to the interventions (i.e., the student’s learning and progress toward goals) needs to be monitored, with adjustments being made as needed.

Various state statutes and administrative regulations establish standards and requirements for learning “interventions” that are provided in the specific context of early literacy instruction. For example:

- § [118.016\(5\)](#) (defining requirements for personal reading plans).
- § [118.016\(1\)\(i\)](#) (defining “intervention” as the term is used in connection with personal reading plans).
- § [121.02\(1\)\(c\)3](#) (specifying standards for interventions and remedial reading services that are provided to a 5K to third-grade student determined to be “at risk” based on a reading readiness assessment).
- § [PI 8.01\(2\)\(c\)3](#) (Register Feb. 2020) (addressing interventions and services that are provided to students in kindergarten through fourth grade under sections [121.02\(1\)\(c\)1](#) and [\(1\)\(c\)2](#) of the state statutes).

## *General Examples of Literacy-Related Interventions and Methods for Providing Interventions*

Depending on the student’s needs, interventions may be embedded in regular classroom instruction, delivered in a small group setting, delivered in a one-on-one setting, and/or provided using some other appropriate method. The following are some examples of the types of reading interventions and learning supports that the District commonly uses in connection with early literacy instruction and methods that may be used to provide those interventions and supports:

- The interventions and any additional instructional services:
  - Address all areas in which the student has been determined to be deficient in a manner that is consistent with the **state standards** in reading and language arts.
  - Include the components of “**science-based early reading instruction**,” as defined in section [118.015\(1c\)\(b\)](#) of the state statutes.
- Delivering instruction through multimodal strategies, such as audible, verbal, visual, and tactile methods (i.e., tracing, writing, using manipulatives, etc.).
- Using targeted repetition and reinforcement of explicit instruction through re-teaching, teaching using alternative strategies, and/or using alternative materials.
- Identifying critical points during instruction for providing the student with prompts, coaching, learning checks, and specific feedback.
- Making ongoing adjustments to a student’s placement in instructional groups (whole group, small group, and/or individual) for different learning objectives and skill practice.
- Modifying a student’s school schedule to extend the amount of weekly instructional time that is used for reading/literacy development.
- Using appropriately vetted technology-based resources.
- Implementing school-and-home learning reinforcement activities that are structured, coordinated, and monitored by a licensed educator.
- Science based early reading interventions include systematic, sequential, explicit, and cumulative instruction that follow a logical plan that links new learning to known skills based on diagnostic and formative assessments. The intervention is provided in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement.
- GLSD maintains a Reading Intervention Menu of research-based interventions that meet every area of reading and dyslexia to support all students needing additional help. Student progress is monitored weekly using appropriate tools to inform instructional decisions.

## *Interventions Used to Address Characteristics of Dyslexia*

State law requires this *Early Literacy Remediation Plan* to include a description of the interventions that the District uses to address characteristics of dyslexia. In doing so, it is important to understand that dyslexia is generally recognized as a neurobiological condition that exists on a continuum. At a very general level, the condition is often characterized by difficulties, at varying degrees of severity, with accurate and fluent word recognition, spelling, and decoding. Those difficulties can detract from the child's reading experience, impede comprehension, and affect the growth of key literacy-related skills. Some children without dyslexia demonstrate some of the characteristics that are associated with dyslexia.

Due to the broad range of severity of "characteristics of dyslexia" and due to the many different underlying causes or reasons that students may exhibit those characteristics in connection with reading and other literacy-related skills, there is no single, standardized program or schedule of interventions that can be applied to appropriately address the needs of all students with dyslexia, with related conditions, or who have demonstrated characteristics of dyslexia. Interventions for such students should reflect individual needs.

As is also true for many other students who need learning support when they are having difficulty developing grade-level literacy skills, early literacy learning supports or interventions identified for a student with dyslexia or with characteristics of dyslexia should:

- Be based on the components of "science-based early reading instruction," as defined in state law, including both addressing any proficiency gaps in foundational skills (e.g., phonemic awareness and phonics) and incorporating instruction in other critical reading skills (e.g., fluency, vocabulary, and comprehension).
- Be comprehensive in relation to the student's needs so that the learning leads to reading comprehension and engagement.
- Be explicit so that the student understands what needs to be learned and why.
- Build upon the student's strengths as a bridge to addressing needs.
- Provide guided and monitored practice.
- Be coordinated with whole-group/universal instruction. Subject to individual needs, this includes coordination with the pace, sequencing, and goals of universal instruction, as well as using consistent instructional language between universal instruction and intervention(s).
- Be assessed frequently to monitor learning, to guide ongoing instruction, and to determine when interventions should be modified or when an intervention can be discontinued.

The following are some examples of how the District approaches learning supports and interventions for students with dyslexia and for other students who demonstrate characteristics of dyslexia:

- Students with dyslexia and related conditions often need additional and specifically-targeted instruction and practice with some or all of the following: phonological awareness, phonemic awareness, alphabetic principle, phonics, morphology, and fluency.
- For students with dyslexia and related conditions, word-level difficulties often negatively affect reading comprehension. When this is noticed, instruction and interventions should emphasize letter-sound correspondences.
- Students with dyslexia and related conditions may need more frequent monitoring and feedback during opportunities for practice and application.
- Licensed educators can provide specific guidance to help a student select appropriate texts and can structure opportunities to monitor the student's word recognition, word solving, comprehension, and engagement during independent reading time.

- If the student has an IEP, the special education and any other services or instructional modifications that may be specified in the IEP may sometimes relate to reading and literacy and may be in the nature of interventions.
- Students with dyslexia, with conditions related to dyslexia, or who demonstrate characteristics of dyslexia can often benefit from some of the same types of interventions and learning supports, using some of the same methods of implementation, as are provided to other students who are struggling with reading and with the development of other literacy skills. (See above within this section of this Plan for some examples.)

See generally [Wisconsin's Informational Guidebook on Dyslexia and Related Conditions](#), Wisconsin Department of Public Instruction (July 2021) available on the district website.

# Early Literacy Interventions: Eligibility Mandates under State Law

## *Eligibility as an “At-Risk” Student under Section [121.02\(1\)\(c\)3](#) and Section [118.016\(5\)](#)*

The District is required to provide reading-related interventions or remedial reading services to a student who is enrolled in **five-year-old kindergarten to fourth grade** if the student’s performance on a universal screening or diagnostic assessment indicates that the student is “**at-risk.**”

The interventions and any additional instructional services provided to such a student must:

- Address all areas in which the student has been determined to be deficient in a manner that is consistent with the **state standards** in reading and language arts.
- Include the components of “**science-based early reading instruction,**” as defined in section [118.015\(1c\)\(b\)](#) of the state statutes.
- Be described in writing in a **personal reading plan** that is developed for the student if the student is enrolled in 5-year-old kindergarten to **third grade.**

## *Eligibility under Section [121.02\(1\)\(c\)1](#)*

The District is required to provide reading-related interventions or remedial reading services to a student who is enrolled in **five-year-old kindergarten to fourth grade** if the student is not sufficiently meeting the grade-level **reading objectives specified in the reading curriculum plan** maintained by the District.

## *Eligibility under Section [121.02\(1\)\(c\)2](#)*

State law requires the District to provide reading-related interventions or remedial reading services **through fourth grade** if a student does not score above the state minimum performance standard on the **standardized state reading test administered in third grade** and if **either** of the following applies:

- A teacher in the school district and the student’s parent agree that the student’s test performance accurately reflects the student’s reading ability; **or**
- A teacher in the school district determines, based on other objective evidence of the student’s reading comprehension, that the student’s test performance accurately reflects the student’s reading ability.

## *Eligibility under Sections [118.33\(5m\)](#) and [118.33\(6\)\(a\)3](#) (generally outside the scope of this Plan)*

Once the District policy required by section [118.33\(6\)\(a\)3](#) takes effect, and subject to limited statutory exceptions that the District may elect to apply if doing so would not violate any other law, state law will require the District to define and provide “intensive instructional services, progress monitoring, and supports” in reading to a student if **all** of the following apply:

- The student had a personal reading plan in place during **third grade**;
- The student did not complete the personal reading plan; **and**
- The District **promotes the student to fourth grade despite having not completed the personal reading plan.**

The services offered to such a student must include an intensive summer reading program, unless an exception specified in state law applies to the student and applying the exception would not violate any other law. A summer reading program must be provided **each summer** until the student scores at grade-level in reading on a summative assessment. In other words, the obligations created by section [118.33\(5m\)](#) and under the District policy required by section [118.33\(6\)\(a\)3](#) are **not** limited exclusively to the time that an eligible student is enrolled in fourth grade.

At this time, the student promotion policy required under section [118.33\(6\)\(a\)3](#), the District’s specific approach to the intensive instructional services, progress monitoring, and supports required under section [118.33\(5m\)\(a\)](#), and the

District’s approach to serving students who are subject to any of the exceptions specified in section [118.33\(5m\)\(b\)](#) are **outside the scope of this Plan**.

### *Eligibility for Interventions under Multiple Criteria*

If a student is determined to be eligible for reading interventions under more than one of the criteria listed above in this section and if the student has a personal reading plan (as defined in state law) in place, then the student’s interventions or services under any of the other criteria will be coordinated through the student’s personal reading plan. This paragraph is most likely to apply to a student who is both “at-risk” and also not sufficiently meeting the grade-level reading objectives specified in the District’s reading curriculum plan.

### *Coordination with Other Laws and other District Programs*

In practice, the District’s educators will need to coordinate and harmonize the implementation of the reading intervention mandates listed above in this section with several other existing laws and the related District programs and services, including at least all the following:

- The federal Individuals with Disabilities Education Act (IDEA) and subchapter V of chapter 115 of the state statutes.
- Section 504 of the Rehabilitation Act.
- Laws that require services for students who are English Learners.
- Certain programs and services that the District may provide under Title I of the federal Elementary and Secondary Education Act.

The necessary coordination and harmonization will need to occur at a programmatic level and, when applicable, at an individual student level. Not all of those coordination issues will have clear answers. District educators who have questions about or who encounter novel situations related to such coordination issues are expected to escalate the issue to an appropriate administrator for further input and guidance.

Under the direction of the District’s Director of Pupil Services the administration may separately maintain and provide staff with access to a supplemental resource relating to this Plan that addresses available guidance on relevant “coordination of laws” issues. Updates and changes to any such supplemental resource would not be considered amendments to this Plan.

# Personal Reading Plans for “At-Risk” Students (5K through Third Grade)

## Eligibility for a Personal Reading Plan

If a student who is enrolled in five-year-old kindergarten through third grade is identified as “**at-risk**” based on the results of **either** a universal screening assessment **or** a diagnostic assessment, then the District will develop and implement a written **personal reading plan** for the student.

An assessment score below the 25<sup>th</sup> percentile qualifies a student as “at-risk.”

“In direct consultation with the student’s parent and based on re-screening, a diagnostic assessment, or some other evidence-based evaluation, the District may make a determination that an “at-risk” result on a screening assessment was inaccurate or invalid and that the student is not in need of a personal reading plan. Such decisions will be addressed on a case-by-case basis [with the involvement of a licensed District reading specialist].”

## Required Content for a Personal Reading Plan

A personal reading plan for an “at-risk” student will include **at least** all of the following:

- A statement of the student’s specific early literacy learning needs, as identified by skills that were evaluated on the applicable assessment.
- Goals and benchmarks for the student’s progress toward grade-level literacy skills.
- A description of the interventions and any additional instructional services that will be provided to the student to address the student’s learning needs and promote the growth of the student’s early literacy skills.
- The programming using “science-based early reading instruction,” as defined in state law, that the student’s teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- A description of how the student’s progress will be monitored.  
IMPORTANT: Monitoring activities must occur on at least a **weekly basis**.
- Strategies and activities that the student’s parent is encouraged to use to help the student achieve grade-level literacy skills.

Any additional programs or services that may be available and appropriate to help accelerate the student’s early literacy skill development.

## Plan Creation and Implementation

The District will follow any applicable statutory deadlines for the initial creation of a personal reading plan for an “at-risk” student. As of the date this *Early Literacy Remediation Plan* was written, the statutory deadlines were as follows:

- By no later than the 3rd Friday of November if the student is identified as “at-risk” based on the results of either (1) the first universal screening assessment that is administered in any school year or (2) the results of a diagnostic assessment that was administered due to the results obtained from that first universal screening assessment.
- Within 10 calendar days after the administration of any other universal screening or diagnostic assessment required by state law that has identified the student as “at-risk” (i.e., excluding the assessments that are covered by the November deadline specified in the previous paragraph).

Once a personal reading plan has been created for an “at-risk” student, the District shall begin providing the interventions described in the plan as soon as practicable.

To the extent permitted by applicable law and when not in conflict with other possible obligations (e.g., under the IDEA for a student with a disability), the District retains discretion to modify the content of a student’s personal reading plan.

### ***Parent Communications Related to a Student's Personal Reading Plan***

The District will provide the parent of a student who receives a personal reading plan with the information and notifications that are listed and described in the applicable subsection of the "Parent Notifications" section of this *Early Literacy Remediation Plan*. (See below.)

### ***Administrative Procedures and Administrative Oversight***

The Reading Specialist has primary administrative responsibility for the creation, dissemination, and monitoring of administrative procedures and protocols that District staff will use to create and manage the implementation of student personal reading plans. Changes to such supplemental procedures and protocols would not be considered amendments to this Plan.

Those procedures and protocols will address issues such as:

- The format/template the District will use for personal reading plans.
- Authority and procedures for modifying a student's personal reading plan.
- District expectations for documentation of intervention delivery.
- District expectations for documentation of progress monitoring activities.
- The format and standards for relevant parent notifications (see below).
- The content and format of 10-week progress reports (including the initial 10-week notification of progress and subsequent follow-up reports of overall progress), which shall be consistent with the content requirements established in the "Parent Notifications" section of this Plan.
- Standards and procedures for determining plan completion and "exiting" a student from interventions, which shall be consistent with applicable statutory standards for these processes."

# Monitoring Activities for Students Receiving Reading Interventions

## *Purpose of Monitoring*

As students receive literacy-related interventions or remedial reading services, it is critical to monitor all students learning to (1) assess the students' progress, (2) confirm and better understand the students' learning needs, and (3) evaluate the effectiveness of the interventions.

## *Examples of Monitoring Methods and Tools*

Monitoring activities during the implementation of reading interventions for a student may include activities such as:

1. A review of relevant schoolwork completed by the student.
2. Observations of the student's demonstration of knowledge and skills that are relevant to the student's area(s) of deficiency and to the goals and benchmarks that may be defined for the interventions.
3. Diagnostic and formative assessments of specific knowledge and skills.

Examples of specific tools that the District may use to monitor and evaluate a student's progress during interventions, when appropriate for the individual student, include the following:

1. Any of the District's approved diagnostic assessment(s), as identified in this Plan (above), or any relevant portion(s) of a diagnostic assessment (above, p. 8).
2. Other tools that may be identified on an individualized basis for monitoring the student's progress (e.g., within a personal reading plan or some other student-specific schedule of interventions).

## *Frequency of Monitoring under a Personal Reading Plan for an "At-Risk" Student*

When any "at-risk" student is receiving reading interventions defined in a personal reading plan, monitoring activities shall occur on **at least a weekly basis**, as further described in the student's plan.

- The primary focus of the weekly monitoring will be on specific skill areas, goals, and benchmarks that were targets of recent interventions, services, and instruction.
- Each week's monitoring activities do not need to address all skill areas, goals, and benchmarks identified within the student's plan.

In the aggregate, the weekly monitoring activities shall be structured to permit timely determinations of whether the student is **demonstrating an adequate rate of progress toward reaching grade-level literacy skills**, including for purposes of the initial 10-week progress report and any follow-up reports of the student's overall progress. Under state law, decisions whether the student is demonstrating an adequate rate of progress under a personal reading plan (and, therefore, at least some of the planned monitoring activities) must include an assessment of the following:

- For a student enrolled in **5K**, an assessment of the student's "nonword" or "nonsense word" fluency and the student's phoneme segmentation fluency.
- For a student enrolled in **first grade, second grade, or third grade**, an assessment of the student's oral reading fluency.

## *Frequency of Monitoring for a Student in Kindergarten through Fourth Grade When Early Literacy Interventions Are Not Provided under a Personal Reading Plan*

This subsection applies to any student in kindergarten through fourth grade who is determined to qualify for reading interventions or remedial reading services under section [120.02\(1\)\(c\)1](#) (due to not sufficiently meeting curricular goals) or section [121.02\(1\)\(c\)2](#) (due to performance on the state's standardized third grade reading exam), but who does **not**

also have a personal reading plan as an “at-risk” student and who did **not** have a noncompleted personal reading plan in place as an “at-risk” student at the end of third grade.

For such a student, District staff will engage in monitoring activities that are targeted to assess the student’s progress in overcoming the student’s identified skill deficiencies and learning gaps, “**At least** three times, at reasonable intervals, during each full semesterly grading/assessment period”. The following also apply:

- The specific frequency of monitoring activities should account for (1) the learning needs being addressed by the interventions and (2) the specific tools/procedures that are being used (i.e., to use the tool/procedures with fidelity and to preserve the validity of the data).
- The schedule of monitoring activities may be reasonably adjusted to account for the date that any interventions or services were first initiated and for other elements of the school calendar.

# Parent Notification

## General Information Relating to Parent Notifications under this Plan

### *Legal Requirement*

State law requires this *Early Literacy Remediation Plan* to include a “**parent notification policy**.” See § [118.016\(6\)\(e\)](#). This section (including all of the subsections in this section) serves as that mandatory policy.

For emphasis and clarity, some of the parent notifications addressed in this section are also mentioned in other parts of this Plan.

### *Meaning of the Term “Parent” within this plan*

Unless expressly defined differently, when the term “parent” appears in this section and in other sections of this Plan, the term means a person to whom **both** of the following apply:

1. The person falls under the definition of “parent” that is set forth in section [115.76\(12\)\(a\)](#) of the state statutes; **and**
2. When a Plan provision involves the District’s disclosure of personally-identifiable information from the student’s education records, the person is authorized to receive or review the information in question under the federal Family and Educational Rights and Privacy Act (FERPA) and its implementing regulations. For example, the person may satisfy FERPA’s definition of a parent, or the District may have received *written* consent for the disclosure to the person.

In general, this will normally **include**, but not necessarily be limited to, a biological parent, an adoptive parent, a legal guardian, certain foster parents, or a person who is lawfully “acting as a parent of a child” (e.g., a person acting as a parent for school purposes in the absence or unavailability of a biological/adoptive parent or legal guardian, such as under a documented delegation of parental authority). It does **not include**, for example, a person whose parental rights have been terminated or a person who has lost the right to access or receive the student’s pupil records due to the outcome of court proceedings.

### *Electronic Format Generally Permissible*

The notifications and communications required to be provided to a parent “in writing” under this Plan may be provided to the parent in an electronic format **unless** any of the following applies:

1. Any statute, regulation, or authoritative interpretation of the applicable law prohibits the use of an electronic format for the specific notice.
2. Providing the notice or information in an electronic format would be insufficient to meet the District’s obligations to effectively communicate with a parent who has a disability.
3. An administrator with oversight responsibility for a particular communication directs District staff to provide the specific communication in other than an electronic format.

District staff may also elect to provide certain notices to a parent in more than one format (e.g., both a paper copy and an electronic copy).

### *Language Assistance Related to Parent Notifications*

“Limited English proficient” (LEP) individuals are individuals whose primary language is other than English and who have limited proficiency with speaking, reading, writing, or audibly understanding English. If a parent has limited English proficiency, the District will provide notification of the results of any reading readiness assessment (i.e., screening or diagnostic assessment) in a language that the student’s parent is able to understand. Further, to the fullest extent

practicable and consistent with any legal requirement(s), other parent communications required under this Plan shall likewise be provided to an LEP parent with appropriate translation or with other appropriate language assistance.

If a family has questions or specific needs related to language assistance, the family (or the family's representative or advocate) can contact Josh LeGreve at [legrevej@glsd.k12.wi.us](mailto:legrevej@glsd.k12.wi.us)

Si una familia tiene preguntas o necesidades específicas relacionadas con la asistencia lingüística, la familia (o el representante o defensor de la familia) puede comunicarse con Josh LeGreve en [legrevej@glsd.k12.wi.us](mailto:legrevej@glsd.k12.wi.us)

Yog tias tsev neeg muaj lus nug lossis kev xav tau tshwj xeeb ntsig txog kev pab hais lus, tsev neeg (lossis tsev neeg tus neeg sawv cev lossis tus neeg tawm suab) tuaj yeem tiv tauj Josh LeGreve ntawm [legrevej@glsd.k12.wi.us](mailto:legrevej@glsd.k12.wi.us)

## Notifications Relating to Reading Readiness Assessments

### *Specific Notifications Relating to Assessments*

#### **Notice of the Results of Reading Readiness Assessments**

- “Reading readiness assessments” include the fundamental skills screening assessment (4K), the universal screening assessment (5K through third grade), **and** any diagnostic assessments (5K through third grade).
- The District will provide the results of each reading readiness assessment, in writing, to each student’s parent **no later than 15 calendar days** after the student’s assessment is scored.
- The notification of results will include at least all of the information required under state law. (See § [118.016\(4\)](#).)

#### **Notice of Special Education Referral Information**

- If a **diagnostic assessment** indicates that a student is “at-risk,” then information about how to make a special education referral under section [115.777](#) of the state statutes must be included **with the results** of the diagnostic assessment.

#### **Parent Notification of Information about Dyslexia**

- The District will provide a notice of information about dyslexia, in writing, to the parent of each student that the District is required to assess for early literacy development using a **diagnostic assessment**.
- The notification will cover at least all information specified in state law.

## Notifications Relating to Student Personal Reading Plans

### *Specific Notifications Relating to Student Personal Reading Plans*

#### **Parent Copy of a Personal Reading Plan; Parent Signature**

- *Upon initial creation.* The District will promptly provide a copy of a personal reading plan that has been developed for an “at-risk” student to the student’s parent.
- *Upon changes to the plan.* The District will promptly notify the student’s parent of any substantive modifications to a personal reading plan by providing a copy of the amendment(s) or an entire revised copy of the plan.
- *Timing.* The District expects that a copy of an “at-risk” student’s personal reading plan (or an amended plan) will normally be provided to a parent within 5 school days after District staff have finalized the plan (or a substantive amendment to the plan).
- *Parent signature.* State law requires a parent to return a signed copy of the student’s personal reading plan to the school. Unless otherwise required by the Department of Public Instruction, a signed acknowledgement of receipt of the plan shall be sufficient.

### **Parent Notification of Pupil Progress under a Personal Reading Plan**

- *Initial 10-week progress report.* After the school has been providing the interventions described in an “at-risk” student’s personal reading plan for 10 weeks, a member of the District’s instructional staff shall prepare a written progress report and provide the report to the student’s parent.
- *Subsequent reports of overall progress under a personal reading plan.*
  - Subject to a determination that the student has completed the plan, the initial 10-week progress report and each subsequent report of a student’s overall progress under a personal reading plan shall specify a date by which the school will provide the next overall progress report.
  - The date of the next progress report shall normally be no later than a date that is promptly after the interventions have been provided for another 10 school weeks, but it may be an earlier date.
- *Content of progress reports.* The reports of overall progress described in this subsection will include at least the following content:
  - A summative determination as to whether the student is making an adequate or inadequate rate progress with their literacy skills under the personal reading plan. (Note: State law defines the term “inadequate rate of progress” and establishes criteria for measuring progress. See §§ [118.016\(1\)\(g\)](#) and [118.016\(5\)\(c\).](#))
  - A brief summary of the information that supports the determination of the student’s overall progress.
  - A statement of specific changes or recommendations that the school is making (if any) with respect to interventions, monitoring, etc.
  - Subject to a determination that the student has completed the personal reading plan, future progress reports will follow standard district schedules.

### **Parent Notification of Completion of a Personal Reading Plan**

- The District will promptly notify the student’s parent if the District determines that a student has successfully completed a personal reading plan and that the student will “exit” the plan and interventions.

**Parent Notification of Noncompletion of Personal Reading Plan as of the End of Third Grade**, as of the end of third grade, an “at-risk” student has **not** successfully completed a personal reading plan that was in place for the student during that third-grade school year, District staff shall make a determination of the student’s status for the subsequent school year under applicable District policies and promptly inform the student’s parent of **all** of the following:

- The noncompletion of the student’s third-grade personal reading plan.
- The District’s intended approach to reading instruction and support for the student in the subsequent school year.
- If the student is being promoted to fourth grade, any additional information that the District is required to provide under section [118.33\(5m\)](#) of the state statutes and/or under the District’s related **third-to-fourth-grade promotion policy**, once that policy has been adopted and takes effect. (Note: The District’s approach to implementing section 118.33(5m) and the District’s third-to-fourth-grade promotion policy, required beginning in the 2025-26 school year, are currently outside the scope of this Plan.)

# Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction in the District

## *Administrative Responsibility for Data Management and Reporting*

The Reading Specialist shall have primary administrative responsibility for establishing and monitoring data-tracking procedures related to this *Early Literacy Remediation Plan*.

The Reading Specialist shall have primary administrative responsibility for ensuring that the District annually reports assessment and intervention data to the Department of Public Instruction, as required by section [118.016\(7\)](#).

## *Uses of the Data Directed Primarily by the Administrative Leadership Team and School Board*

Under the direction of the Reading Specialist, Director of Curriculum and Instruction, the Superintendent, and the School Board, assessment and intervention data related to this Plan will be used to help evaluate:

1. The District's **program of reading goals**, including to help determine the progress that the District is making for existing goals and to inform possible revisions to the District's reading goals. See § [118.015\(4\)\(a\)](#).
2. The District's adopted **academic standards** in reading, writing, and English language arts. See §§ [118.30\(1g\)\(a\)1](#) and [120.12\(13\)](#).
3. The District's **budgetary needs** related to reading instruction, such as staffing, resources for professional development, and purchases of curricula, classroom instructional materials, and library materials. See § [118.015\(4\)\(b\)](#).

## *Use in the Annual Curriculum Review Process*

Under the direction of the Director of Curriculum and Instruction and the licensed reading specialist(s) charged with conducting an **annual evaluation of the District's reading curriculum** under section [118.015\(3\)\(d\)](#) shall consider assessment and intervention data related to this Plan as part of that evaluation process for at least K through 3rd grade.

## *Other Uses of the Data that will be Coordinated Primarily at an Administrative Level*

Under the direction of the Director of Curriculum and Instruction, and with the involvement of the District's licensed reading specialist(s) where appropriate, the District will use assessment and intervention data related to this Plan for the following:

1. As a component of the District's periodic review of its sequential curriculum plan for reading and language arts, including evaluating the relevant instructional materials. This district-level curriculum review team will meet annually in June to analyze data and determine whether there will be a curriculum decision analysis process during the following school year.
2. To help evaluate and improve the District's core set of instructional methods for teaching reading and early literacy skills, and to help evaluate the sound and consistent implementation of those core methods.
3. To evaluate the structure, quality, and implementation of the District's early literacy intervention systems and procedures, including any optional programs that can serve a remedial function. Intensive literacy support is offered K-8.
4. To inform the evaluation of any specialized programs or services within the District that connect to and affect literacy instruction such as Wilson or UFLI, using disaggregated data if reasonably available and appropriate.
5. To identify reading achievement gaps that may be affecting specific student subgroups, and to assist in identifying recommendations or action steps that may assist in addressing those achievement gaps.

6. To identify and help remedy statistically significant differences in early literacy outcomes among different schools, programs or instructional settings within the District.
7. To inform recommendations and planning for educator training and professional development, which may include workshops or other training or coaching that will help classroom educators to analyze and directly use the District, school, or classroom assessment and intervention data to improve their professional practices. Training in the Comprehensive Literacy Model and Comprehensive Intervention Model provides our district with systematic approaches to complete this. The district-level curriculum review committee utilizes this training and data to determine professional development needs.
8. To inform recommendations and planning for staffing allocations and to inform other aspects of staff management planning.
9. To inform the future annual review and evaluation of this *Early Literacy Remediation Plan*.

© 2024 Wisconsin Association of School Boards, Inc