



# *Williams Bay School District*

## **Early Literacy Remediation Plan**

### **Introduction**

The mission of the Williams Bay School Community is to empower all students to achieve and excel academically, socially and civically to reach their individual goals.

The District's vision is for each student to ***Dream. Aspire. Achieve.***

*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.

### **Universal Approach to High Quality Instruction**

Links to standards:

- [Wisconsin Standards for English Language Arts](#), DPI 2020
- [Wisconsin Essential Elements for English Language Arts](#), DPI 2022
- [Wisconsin Model Early Learning Standards Fifth Edition](#)
- [The 2020 Edition | WIDA](#)

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 for all students.
- A desire to partner with school families to coordinate learning opportunities across all settings and to make each child's reading journey a cohesive, guided, and rewarding process.

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.
- 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 remedial services—to meet the needs of 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 remedial 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.

**The District's tier 1 universal literacy curriculum is outlined in the following document.**

[Universal Literacy Curriculum Williams Bay Elementary](#)

## Strategic Early Literacy Assessment System

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.

### Universal Screening Assessments (4K-Grade 3)

Reading Readiness Screeners	Parent/Caregiver Communication
<p><b>Statewide 4K Fundamental Skills Screening Assessment</b>  <i>Pearson aimswebPlus</i>                      (phonemic awareness &amp; letter-sound knowledge)</p> <p><b>Screening windows/dates:</b>                      Fall: September 1-November 30                      Winter: December 1-March 15                      Spring: March 16-June 2</p>	<ul style="list-style-type: none"> <li>● Parents and caregivers can expect to receive a report of assessment results that will be sent within 15 days of the scoring of the statewide early literacy screener.</li> <li>● Reports will be sent twice per year in the fall and spring.</li> <li>● Please notify the school of your preferred language and mode of communication.</li> </ul>
<p><b>Statewide 5K-3 Universal Screener</b>  <i>Pearson aimswebPlus</i>                      (phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding &amp; oral vocabulary)</p> <p><b>Screening windows/dates:</b>                      Fall: September 1-November 30                      Winter: December 1-March 15                      Spring: March 16-June 2</p>	<ul style="list-style-type: none"> <li>● Parents and caregivers can expect to receive a letter sent home with students that will be sent within 15 days of the scoring of the statewide early literacy screener.</li> <li>● Reports will be sent three times per year- fall, winter, and spring.</li> <li>● Please notify the school of your preferred language and mode of communication.</li> </ul>

*Pearson aimswebPlus* 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.

### Diagnostic Literacy Assessments

Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener or who are referred for additional testing by a teacher or parent/caregiver. Act 20 requires that a diagnostic assessment include all of the specific literacy subskills enumerated in Act 20 and meets the technical

specifications in Act 20 (i.e., a sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure).

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.

A diagnostic assessment is used to evaluate a student’s early literacy skills in the following areas:

- Phonemic awareness
- Decoding skills
- Alphabet knowledge
- Letter sound knowledge
- Oral vocabulary
- Rapid naming
- Phonological awareness
- Word recognition
- Spelling
- Vocabulary
- Listening comprehension
- 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.

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.

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.

Assessments		
Skill area(s)	Assessment title(s)	Assessment description
Phonological Awareness/Phonemic Awareness	-Really Great Reading Phonological Awareness Survey -Heggerty Phonological Awareness Test	A battery of assessments that measure a student's skill in identifying, blending, matching and manipulating syllables and individual sounds (phonemes) in spoken words.

Decoding	-LETRS Phonics and Word Reading Survey -Really Great Reading Phonics Diagnostics	Assesses a students' ability to read high-frequency words, single syllable decodable words through unfamiliar decodable words with advanced vowel patterns.
Oral Reading Fluency	-AimswEBPlus Oral Reading Fluency (ORF)	Oral Reading Fluency measures a student's ability to read literary (fictional) texts aloud quickly and accurately.
Rapid Naming	-AimswEBPlus Rapid Automatized Naming (RAN)	A test that measures a person's ability to quickly name a series of familiar items, such as letters, numbers, colors, or objects. The test is often used to evaluate reading skills and identify children who may be at risk for reading difficulties.
Word Recognition	-AimswEBPlus Word Reading Fluency -San Diego Quick Assessment of Reading Ability	Word Reading Fluency measures a student's familiarity with both regularly and irregularly spelled words used frequently in print materials.
Spelling	-AimswEBPlus spelling -LETRS Spelling Inventory	Spelling assesses a student's ability to spell a grade-appropriate list of words.
Vocabulary	-AimswEBPlus Vocabulary or Auditory Vocabulary	Vocabulary measures the range of a student's knowledge of grade-appropriate words in isolation.
Listening Comprehension	-AimswEBPlus Listening Comprehension	Listening Comprehension measures a student's ability to understand text presented orally.
Reading Comprehension	-NWEA Measures of Academic Progress (MAP) Reading -AimswEBPlus Reading Comprehension -AimswEB MAZE	Reading Comprehension measures a student's ability to read grade-appropriate informational and literary texts and demonstrate accurate understanding in multiple components of reading comprehension.

### The State's Standardized Third Grade Reading Test

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.

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.

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.

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.

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.

## Student Supports and Interventions

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.

[Wisconsin's Handbook on Dyslexia and Related Conditions](#)

**The following evidence-based interventions provide explicit and systematic instruction and are available for students in need of additional support, including students with characteristics of dyslexia:**

Intervention strategy or resource(s)	Intervention Description	Literacy Skills
<i>Sonday System</i>	Skill based, multisensory reading program that helps students learn to read and spell	-Phonics -Decoding -Oral reading fluency
<i>Leveled Literacy Intervention</i>	A short term, supplementary, small group literacy intervention designed to help struggling readers achieve grade level success	-Reading comprehension -Oral reading fluency
<i>Blast Foundations</i>	Series of lessons focused on the essential foundational skills students need to master by the end of first grade. It includes explicit instruction and progress monitoring of letter sounds, phonemic and phonological awareness, sight word fluency, and phonics knowledge	-Phonemic awareness -Letter knowledge -Phonics -High frequency words -Decoding
<i>UFLI Foundations</i>	Supports the development of the foundational reading skills necessary for proficient reading.	-Phonics -Decoding -Oral reading fluency -Foundational literacy skills
<i>Read Naturally</i>	A fluency program designed to develop in readers the skills necessary for fluent and effortless reading: speed, accuracy and proper expression	-Decoding -Oral reading fluency
<i>Bridge the Gap</i>	A phonemic awareness intervention from Heggerty that includes explicit instruction in early, basic, and advanced phonemic awareness skills.	-Phonemic awareness
<i>eSpark</i>	eSpark is a supplemental online curriculum resource used to differentiate instruction and practice for reading. eSpark's research-based approach to reading instruction features extensive coverage for all five core components of reading instruction, with special emphasis on phonics, fluency, and reading comprehension.	-Phonics -Oral reading fluency -Reading comprehension
<i>Skill-Based Intervention</i>	Use of multiple strategies and resources incorporating best practices in the content area (designed by qualified interventionist)	All

**Progress Monitoring**

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

As examples, progress may be monitored and documented with respect to:

- Any long-term or short-term or interim goals and benchmarks that may be defined for the student's learning and progress.
- Specific grade-level academic standards for reading/literacy that are relevant to the learning goals that have been identified for the student.
- The degree to which the student was able to receive and actively participate in the interventions, services, or any adapted instruction defined for the student.

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. Structured 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.
2. aimswebPlus progress monitoring assessments.
3. Embedded assessments in specific intervention programs.
4. 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).

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.



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.”

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. 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.

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).

\* *Note: This deadline is inapplicable during the 2024-25 school year.*

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.

While Wisconsin’s universal screening tool (aimswebPlus) is valid, reliable, and likely to identify students who are not yet meeting grade-level reading expectations, there may be times when a student’s performance on the screener is not an accurate representation of their literacy skills. For example, a student’s screener score indicates they are “at-risk”, but data from diagnostic assessments show the student is meeting expectations. When there is a discrepancy between a student’s screening and diagnostic assessment performance, the school district will:

- consider the personal learning plan as one part of a continuum of supports for reading; matching the intensity of supports in universal instruction, reading intervention, and/or progress monitoring with a student’s level of need;

- involve families and caregivers as meaningful partners in understanding a student's reading ability and the need for a personal learning plan;

If diagnostic assessment and other data do not indicate a need for a personal reading plan, the district will not proceed with a personal reading plan if that decision is in agreement with parents/caregivers and conclusive data.

[Link to Sample Personal Learning Plan](#)

## Exiting a Personal Reading Plan

Grade 3: Wis. Stat. §§ 118.016 states that a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if parents/caregivers and the school agree the student has met the goals in the personal reading plan and the student scores at or above grade-level on the reading portion of the Wisconsin Forward exam in grade 3 (118.016(5)(d)).

In 5K through grade 2, the district will consider the following when deciding to exit a student from a personal reading plan:

- Multiple sources of literacy data, including performance on aimswebPLUS subtests, diagnostic assessments, and any other relevant literacy data sources;
- The input from child-specific teams with parents/caregivers as equal partners to make decisions about a child's literacy instruction, including decisions about exiting a personal reading plan;
- Varied data sources to understand a student's literacy progress relative to grade-level standards;
- A process for educators and parents/caregivers to discuss formal and informal literacy data to ensure that support in universal instruction, reading intervention, and progress monitoring match a student's individual strengths and levels of need about a student's literacy progress to reach agreement about what supports are needed;
- Details about what sorts of supports and monitoring may need to stay in place temporarily after exiting a personal reading plan; and/or
- All related school or district policy in the local early literacy remediation plan.

For 5K and grades 1 - 3, Wis. Stat. §§ 118.016 requires that the following be taken into consideration when determining whether a student is making adequate progress and likely to demonstrate grade-level skills by the end of the school year:

- In 5K, nonword or nonsense word fluency and phoneme segmentation;
- In grades 1-2, oral reading fluency;
- In grade 3, proficiency in oral reading fluency and on the state summative reading assessment.

LEAs have the authority to select and implement the tool(s) they believe are best to measure nonword or nonsense word fluency, phoneme segmentation, and oral reading fluency and should consult the manuals of those tools to determine whether adequate rate of progress has been achieved.

## Family and Community Engagement

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.

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).

"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.

### **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.

### **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 be provided to the parent 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 progress report and provide the report to the student’s parent.

## Strategic Use of Data

Under the direction of the District Administrator, school principal, reading specialist, 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\(4\)\(b\)](#).

Under the direction of the District Administrator and school principals, 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 kindergarten through third grade.

The District will use assessment and intervention data related to this Plan for the following:

1. 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.
2. 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.
3. 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.
4. 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.
5. To inform the future review and evaluation of this *Early Literacy Remediation Plan*.

## Promotion Policy

DPI promotion policy will be available in early 2025

## Summer Reading Support

Any available summer reading programs will be offered to parents. Espark will also be available to use at home during the summer months.