EARLY LITERACY REMEDIATION PLAN

Table of Contents

Introduction 2
Overview of the District's Approach to Early Literacy Instruction 3
Wisconsin Early Literacy Assessments in Kindergarten through Third Grade 5
- Fundamental Skills Screening Assessment (4K) 5
- Universal Screening Assessment (5K through Third Grade) 6
- Diagnostic Literacy Assessments (5K through Third Grade) 7
- The State's Standardized Third Grade Reading Test 9

Other Early Literacy Assessments in Kindergarten through Third Grade that Are in Use as a Local Policy Decision 10
Early Literacy Learning Supports and Interventions 11
Early Literacy Interventions: Eligibility Mandates under State Law 14
Personal Reading Plans for "At-Risk" Students (5K through Third Grade) 16
Monitoring Activities for Students Receiving Reading Interventions 18
Parent Notifications 20
- General Information Relating to Parent Notifications under this Plan 20
- Notifications Relating to Reading Readiness Assessments 21
- Notifications Relating to Student Personal Reading Plans 22
- Notifications Relating to Reading Interventions in Kindergarten through Fourth Grade that Are Not Implemented Through a Student Personal Reading Plan 23

Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction in the District 25

This plan follows the © 2024 Wisconsin Association of School Boards, Inc. recommended Early Literacy Remediation Plan.

Introduction

Date Adopted / Last Revised	09/03/2024 (effective until amended)
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 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 School District of Waupaca (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. Additionally, this 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. *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: Mark Flaten, Director of Teaching and Learning (mflaten@waupacaschools.org) or your child's building principal:

Building	Principal	Reading Specialist
CEC	Carrie Naparalla (cnaparalla@waupacaschools.org)	Wendy VandenBush (wvandenbush@waupacaschools.org)
WLC	John Erspamer (jerspamer@waupacaschools.org)	Wendy VandenBush (wvandenbush@waupacaschools.org)

Location on Website	The most current version of this Plan can be found at a link located on the following School District web page: waupaca.k12.wi.us/district/district-departments.cfm

Overview of the District's Approach to Early Literacy Instruction	
Foundational Elements	Early literacy instruction in the School District of Waupaca (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.
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 remedial 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	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.

Grade-Level Literacy Skills	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. To learn more about our tiers of support, please review our eMLSS Guidebook.

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 School District of Waupaca (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). aimswebPlus offers a nationally-normed, skills-based benchmark assessment to measure early literacy skills. The 1:1 assessment, given to each student by a staff member, consists of a phonemic awareness measure that assesses a student's ability to segment phonemes, or sounds, and identify initial sounds in words. This assessment is estimated to take about 5 minutes per student. 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, which will be done in the spring. Starting with the 2025-26 school year, we will be administering this assessment in the fall and spring.*

Parent 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. aimswebPlus offers a nationally-normed, skills-based benchmark assessment to measure early literacy skills. See the chart below for the skills assessed throughout the year by grade level, including the estimated time for each grade level assessment:

Measure	5K *approximately 10 minutes per student total			Grade 1 *approximately 10 minutes per student total			Grades 2 & 3 *approximately 10 minutes per student total		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Phonemic Awareness	✓	✓	✓	✓					
Oral Vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓
Alphabet Knowledge	✓	✓	✓						
Letter Sound Knowledge	✓	✓	✓	✓					
Decoding Skills	✓	✓	✓	✓	✓	✓	✓	✓	

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.

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 The screening assessment used in 5K to third grade: • Attempts to identify students who may be struggling with reading skills and literacy-related learning objectives. • Provides a basic checkpoint on a student's reading progress during the school year. • Can help classroom teachers to identify, on both a group and individual basis, any skills or learning objectives that may need some reinforcement 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. However, to learn more about the assessment and related data, we administered the assessments three times (fall, winter, and spring).*
Parent 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 remedial reading services. See also the later section of this Plan titled, "Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction."
Diagnostic Literacy Assessments (5K through Third Grade)	
The Assessment Tool	The District has selected the following tool for use as diagnostic literacy assessment(s) within the District:

	• The aimswebPlus assessment company offers additional assessments aligned with the required mandated aimswebPlus universal screening assessments. The diagnostic assessments assess grade-level appropriate reading skills that predict successful reading of connected text. Diagnostic assessments range in time from 15-45 minutes, depending on the grade and skills of the student. Other screening tools may be used to determine a student's most foundational area of need. 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	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.
Family History Survey Component	In connection with a diagnostic assessment, the District will also provide an opportunity for the student's parents/caregivers to complete a family history survey to provide additional information about any learning difficulties in the student's family.

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. 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. ** Note: This requirement applies to requests submitted beginning on January 1, 2025.*
Parent 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 115 minutes for a student to complete the ELA sections of the Forward Exam.

	Please refer to the School District of Waupaca's Student Assessment (policy 2623) regarding opt-out requests for our State Mandated Assessments in grades 3-11.
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."

Other Early Literacy Assessments in Kindergarten through Third Grade that Are in Use as a Local Policy Decision
School District of Waupaca Standardized Student Assessment Information

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 some of the methods that may be used to provide those interventions and supports: ● 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.

Interventions Used to Address Characteristics of Dyslexia	State law requires this *Early Literacy Remediation Plan* to include a description of the interventions that the School District of Waupaca 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 School District of Waupaca 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 here.

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 School District of Waupaca (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 **four-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.

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 25th 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 the School District of Waupaca's licensed 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). ** 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.
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 District's Reading Specialist will have 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.

Monitoring Activities for Students Receiving Reading Interventions	
Purpose of 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.
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. 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. 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 non-completed 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 quarterly 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 Notifications	
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 School District of Waupaca's (District) 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 Mark Flaten, Director of Teaching and Learning (mflaten@waupacaschools.org) or your child's building principal:

Building	Principal	Reading Specialist
CEC	Carrie Naparalla (cnaparalla@waupacaschools.org)	Wendy VandenBush (wvandenbush@waupacaschools.org)
WLC	John Erspamer (jerspamer@waupacaschools.org)	Wendy VandenBush (wvandenbush@waupacaschools.org)

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**.
  - When required, the information about dyslexia may be provided any time after it is known that the parent's child will be taking a diagnostic

	assessment, but it shall be provided no later than the date on which the District provides the parent with notice of the results of the 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	• **<u>Parent Copy of a Personal Reading Plan; Parent Signature</u>** – *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 10 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. • **<u>Parent Notification of Pupil Progress under a Personal Reading Plan</u>** – *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. – *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, a date by which the school will provide the next overall progress report. (See above for timing expectations). ● **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 plan interventions. ● **Parent Notification of Noncompletion of Personal Reading Plan as of the End of Third Grade** – If, 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.)
Notifications Relating to Reading Interventions in Kindergarten through Fourth Grade that Are Not Implemented Through a Student Personal Reading Plan	
Cycle of Parent Communications for Interventions that Are Not Implemented Through a Personal Reading Plan	If the District determines that a student enrolled in **kindergarten through fourth grade** is eligible for interventions or remedial reading services under section 121.02(1)(c) of the state statutes based on **either** (1) the student's failure to meet grade-level reading objectives, **or** (2) the student scoring below the state minimum performance standard on the designated portion of the third-grade Forward Exam, but the interventions/services and parent notifications are **not coordinated through a personal reading plan**, then District staff shall ensure that the student's parent is reasonably notified of:

	• The initiation of reading interventions or remedial reading services for the student, including identifying the interventions/services and the reason(s) for those interventions or services. – With this communication, the District may also identify steps that the parent and student can be taking at home to help develop the student's literacy skills and reinforce in-school instruction. • The student's learning progress during the period of interventions or services, at reasonable intervals. • Substantive changes to the planned approach to interventions or services. • A District decision to "exit" the student from, or otherwise end, the reading interventions or remedial services that have been provided under section 121.02(1)(c) (e.g., based on the student's progress or loss of eligibility).

Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction in the District	
Administrative Responsibility for Data Management and Reporting	The School District of Waupaca's (District) Director of Teaching and Learning shall have primary administrative responsibility for establishing and monitoring data-tracking procedures related to this *Early Literacy Remediation Plan.* The District's Director of Teaching and Learning 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).
Maintaining Student Confidentiality	The data that the District tracks in connection with reading readiness assessments and early literacy interventions will be valuable to use in connection with evaluating and improving the District's early literacy curriculum, the instructional practices used by District educators, and the District's system of learning interventions and other remedial services. However, when using any data related to this Plan, District staff must account for data that is personally-identifiable to a student and, therefore, subject to confidentiality requirements under applicable laws and District policies. Some data may be personally-identifiable to a student even when the student's name is not used. For example, a "small cell size" for certain reporting categories and/or for particular combinations of data elements can create a risk that the data will be personally-identifiable within the school community. Accordingly, some data that may be appropriate for limited use and dissemination that remains within the control of the District (e.g., under the "legitimate educational interests" standard for school officials) may not be appropriate for public dissemination or for other external disclosure.
Uses of the Data Directed Primarily by the Administrative Leadership Team and School Board	Under the direction of The District's Director of Teaching and Learning, the District Administrator, 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 ofThe District's Director of Teaching and Learning, 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.

Other Uses of the Data that will be Coordinated Primarily at an Administrative Level	Under the direction of The District's Director of Teaching and Learning, 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. 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. 4. To inform the evaluation of any specialized programs or services within the District that connect to and affect literacy instruction, 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. 8. To inform recommendations and planning for staffing allocations and to inform other aspects of staff management planning. 9. To inform the future review and evaluation of this *Early Literacy Remediation Plan*. 10. If relevant and available, the District may also elect to use benchmark data from other school districts to assist with data analysis in connection with any of the items listed above.