



ELKHART LAKE-GLENBEULAH SCHOOL DISTRICT EARLY LITERACY REMEDIATION PLAN

The Elkhart Lake-Glenbeulah School District is committed to high levels of learning for every student. The School District's Early Literacy Remediation Plan, which is required by state law, addresses reading instruction, assessment, and remediation with a primary focus, but not exclusive, focus on five-old kindergarten through third grade. See § 118.016(6).

Plan Overview

Early literacy instruction in the Elkhart Lake-Glenbeulah School District is built upon a foundation of the following:

- Licensed, professional educators who understand early literacy instruction and who have specific training in the keys to literacy.
- District-adopted student academic standards in reading and English Language Arts.
- Sequential reading and English Language Arts curricula for kindergarten through third grade.
- Curricular materials and instructional methods that support the District's academic standard and curriculum-based learning objectives.
- An adaptable framework for early literacy instruction that provides sufficient flexibility to foster continuous learning growth.
- The utilization of 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

- A variety of formal and informal assessment strategies are used 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 associated interventions.
- The District uses an equitable multi-level system of support under which different tiers correspond to different types and levels of student need. 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 make progress.

[Wisconsin's Framework for MLSS
Literacy Practices](#)

Reading Assessments

Reading Readiness Screener for Grades 4K- 3 - aimswebPlus - The universal reading screener aimswebPlus as selected by the Department of Public Instruction is an online assessment that provides national and local performance growth for the screening of foundational reading skills. The aimswebPlus screener uses curriculum based measures (CBMs), which are brief, time measures of fluency on essential basic reading skills, and standards based assessments (SBAs), which are comprehensive measures aligned with Wisconsin's foundational reading standards. By combining these two types of measures, aimswebPlus provides the data that schools need for program planning and evaluation and for a multi-level system of support.

- **Purpose/Content of the Reading Readiness Screener-** The purpose of the reading readiness universal screening assessment, aimswebPlus, is to evaluate students who are enrolled in 5K through third grade in the following areas:
 - Phonemic awareness
 - Decoding skills
 - Alphabet knowledge
 - Letter sound knowledge
 - Oral vocabulary
- **Frequency of the Administration of the Reading Readiness Screener:**
 - 4K: Twice per school year
 - 5K-3: Three times per school year:
 - Within 45 calendar days of the start of the school year 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.

***Special Note:** In the 2024-2025 school year, the reading screener is required to be administered only two times.*

- **Parent Notification** - Parents/Guardians will be notified of the reading readiness screener assessment results within 15 calendar days after the assessment is scored.
- **Utilization of the Results of the Reading Readiness Screener** - If a student scores below the 25th percentile on the universal screening assessment, the student is considered “at risk” with respect to early literacy learning. For each 5K to 3rd 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.

Diagnostic Literacy Assessment (Grades 5K - grade 3) - The District will be utilizing the MAP Reading Fluency as its diagnostic literacy assessment as part of further assessing student foundational reading skills.

- **Purpose/Content of the Diagnostic Literacy 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 necessary, Oral reading fluency and reading comprehension

A diagnostic assessment can help to identify a student’s potential learning gaps with greater precision.

- **Frequency of Administration of the Diagnostic Literacy Assessment** - The district is required to administer a diagnostic literacy 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 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/guardian 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.

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

- **Parent Notification** - Parents will be notified of the diagnostic literacy assessment results within 15 calendar days after the assessment is scored.

- **Utilization of the Results of the Diagnostic Literacy Assessment**
 - If a student scores below the 25th percentile on the diagnostic literacy assessment, the student is considered “at risk” with respect to early literacy learning.
 - For each student who is identified as “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 literacy assessment, the results of the diagnostic literacy 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 diagnostic literacy assessment results as one data point to help determine if a student should be monitored, or otherwise further considered for possible interventions or services.

Early Literacy Learning Supports and Interventions

- **General Interventions** - Depending on the students’ 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.
- **Intervention Examples** - 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:
 - Delivering instruction through multiple modalities such as audible, verbal, visual, and tactile. (tracing, writing, using manipulatives, etc.).
 - Reteaching, teaching using alternate strategies, and/or using alternative materials.
 - Prompting, coaching, learning checks, and specific feedback.
 - Utilizing flexible groupings.
 - Varying the amount of weekly instructional time that is used for reading/literacy development.
 - Using technology-based resources.
 - Implementing school-and-home learning reinforcement activities.
- **Interventions to Address Characteristics of Dyslexia** - Dyslexia is generally recognized as a neurobiological condition that exists on a continuum. The condition is often characterized by difficulties, at varying degrees of severity, with accurate and fluent word recognition, spelling, and decoding. These difficulties can detract from the student’s reading experience, impede comprehension, and affect the growth of key literacy-related skills.

- **Intervention Examples** - The following are some examples of how the District approaches learning supports and interventions for students with dyslexia or for those students who demonstrate characteristics of dyslexia:
 - Utilizing general interventions in connection with early literacy.
 - Providing additional and specifically-targeted instruction and practice with some or all of phonological awareness, phonemic awareness, the alphabetic principle, phonics, morphology, and fluency.
 - Utilizing more frequent monitoring and feedback during opportunities for practice and application.
 - Focusing on letter-sound correspondences.
 - Implementing interventions and learning supports that are associated with reading and literacy as identified in an IEP for a student with special needs.

Personal Reading Plans

- **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”.
- **Content of a Personal Reading Plan** - A personal reading plan for an “at risk” student will include 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 that includes science-based early reading instruction that the student’s teacher will be using 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 weekly.
 - Strategies and activities that the student’s parent/guardian will be encouraged to use to help the student achieve grade level literacy skills.
 - Any additional programs or services to help accelerate the student’s early literacy skill development.
- **Personal Reading Plan Creation and Implementation** - The District will follow applicable statutory deadlines for the initial creation of a personal reading plan for an “at risk” student.

- 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 or (2) the results of a diagnostic assessment that was administered due to the results obtained from the first universal universal screening assessment.
- Within 10 calendar days after the administration of any other universal screening or diagnostic assessment that has identified the student as “at risk”.

Special Note: *The November deadline is not applicable during the 2024-2025 school year.*

- **Parent Notification Relating to Student Personal Reading Plans**

- **Upon initial creation** - The District will 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 will provide a copy of an “at risk” student’s personal reading plan within 5 school days (not counting holidays) after the staff have finalized the plan or a substantive amendment to the plan.
- **Parent/Guardian Signature** - A parent is required to return a signed copy of the student’s personal reading plan to the school.

- **Parent Notification of Student Progress under a Personal Reading Plan**

- **Initial 10 Week Progress Report** - After the school has been providing the interventions described in the “at risk” student’s personal reading plan for 10 weeks, the student’s classroom teacher will prepare a progress report and provide the report to the student’s parent.
- **Subsequent Progress Reports** - 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 shall normally be no later than a date that is promptly after the interventions that have been provided for another 10 weeks, and may be an earlier date.
- **Content of the Progress Report** - The reports of the overall progress will include the following content:
 - A summative determination as to whether the student is making an adequate or inadequate rate of progress with the literacy skills as indicated in the personal reading plan.
 - A brief summary of the information that supports the determination of the student’s overall progress.

- A statement of any specific changes or recommendations that the school is making that are associated with interventions and monitoring.
 - 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.
- **Parent Notification of Completion of a Personal Reading Plan**
 - The district will notify the student's parent if it is determined that a student has successfully completed a personal reading plan and that the student will exit the plan and interventions.
- **Parent Notification of Noncompletion of a Personal Reading Plan at the End of Third Grade.**
 - If, at 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 the third grade school year and are performing below the 25th percentile, District staff shall make a determination of the student's status for the subsequent school year applicable to District policies and practices and will inform the student's parent 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, a recommendation for a summer intervention program and/or a continuation of a personal reading plan for the 4th-grade school year.
- **Language Assistance Related to Parent Notifications** - If a parent has limited English proficiency (LEP), the District will provide notification of the results of any reading readiness assessment in a language that the student's parent is able to understand. Other parent communication shall likewise be provided to an LEP parent with appropriate translation or with appropriate language assistance.

Elkhart Lake-Glenbeulah Elementary School Reading Instruction

Reading/Literacy Vision: Guided by evidence-based research and best practices, all students become automatic, strategic, and skilled readers.

Goals:

- Improve reading/literacy outcomes for students, while also strengthening a multi-level system of support.
- Utilize explicit instruction to teach foundational reading skills.
- Develop a process for personalizing instruction to meet the needs of students who are not meeting grade level foundational reading skills.
- Provide engaging learning opportunities so students are involved in their learning.
- Engage families and communities to promote literacy success.
- Foster a collaborative environment where reading and literacy thrive inside and outside the classroom.

Reading Instruction

Students are provided grade-level instruction in literacy using approved reading and literacy resources including *Wit & Wisdom*, *Geodes*, and *Really Great Reading*.

Wit & Wisdom (grades K-3) - Universal curriculum where students build knowledge, reading skills, and writing skills using a variety of literary, informational, and fine arts texts.

Geodes (grades K-2) - Informational-rich books that provide emerging readers with an opportunity to build knowledge while practicing foundational reading skills such as accuracy, fluency, and comprehension. Geodes are aligned with the *Wit & Wisdom* module topics.

Really Great Reading (grades K-3) - Systematic and explicit foundational skills instruction to build core reading skills, including phonological and phonemic awareness, phonics and word recognition, print awareness, vocabulary, fluency, and comprehension. Reading skills are presented, practiced, and applied within and across grade levels in a cumulative manner so that students have multiple opportunities to build mastery of the foundational skills of reading instruction.

Explicit reading instruction and interventions include the following:

Countdown (Kindergarten) - Phonological and phonemic awareness, letter knowledge, phonics, and high-frequency words.

Blast (1st grade) - Phonemic awareness, letter knowledge, phonics, and high-frequency words.

HD Word (2nd and 3rd grades) - Phonemic awareness, phonics, syllable types, and fluency

Assessments

Measures of Academic Progress (MAPs) - 3 x per year (fall, winter, and spring).

MAPs is administered to all students in grades K-3. MAPs identifies students who are at risk of academic difficulties or other areas of concern. MAP Growth assessments are used to identify students in grades K–3 who may have severe learning difficulties in reading.

easyCBM - Includes measures of early literacy (letter name, phoneme segmenting), phonics (letter sounds), fluency (word and passage reading fluency) vocabulary, and reading comprehension.

CTOPP 2 (Comprehensive Test of Phonological Processing) - Used to identify underlying phonological processing skills associated with dyslexia.

Wit & Wisdom New Read Assessment - Measures student's ability to transfer select reading and language skills to a new, unfamiliar section of text.

Wit & Wisdom Checks for Understanding (CFUs) - Includes text-dependent and skill-dependent lesson assessments.

Geodes Assessments - Assessment includes reading comprehension and vocabulary.

Really Great Reading Diagnostic Assessments - Include the following:

Beginning of Program (BOP) Assessments to assess background knowledge before instruction:

- Beginning of Program (BOP) Assessments to assess background knowledge before instruction.
- Middle of Program (MOP) Assessments for progress monitoring.
- End of Program (EOP) Summative Assessments to assess overall mastery.
- Formative Assessments with additional instructional recommendations.
- Progress Monitoring Assessments for more frequent progress monitoring check-ins.

Interventions

- The classroom teacher(s) provide additional instruction for students who are not meeting essential learning in a unit of study and/or who are not acquiring grade level foundational reading skills. This may include small group instruction and/or one-on-one support.
- Classroom teacher collaboration with the reading specialist.
- Direct support from the reading specialist.
- Personal reading plan in collaboration with grade level team members and the reading specialist.
- Wit & Wisdom Affirm - A monitoring tool used to score, report, and track student progress over time.

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