



EARLY LITERACY REMEDIATION PLAN

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Introduction

**Date Adopted /
Last Revised**

3/12/2025

**The Purpose of
this Plan**

The Appleton Area School District *Early Literacy Remediation Plan* addresses reading instruction, through screening, diagnostic, remediation, progress monitoring, and family partnership for all four-year-old kindergarten through third-grade students. See § [118.016\(6\)](#).

The Early Literacy Remediation Plan is intended to help Appleton Area School District staff to:

- Identify students who may need additional support in becoming proficient readers
- Create achievable, measurable, and personalized literacy learning goals
- Align interventions and learning supports to students who have an identified literacy need
- Establish strong communication and partnerships with all of our AASD families

Additionally, this plan is to provide parents, guardians, and other caregivers with information about:

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

Note: As further explained in the "Parent Notifications" section (below), the term "parent," when used in this Early Reading 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 families or other Appleton Area School 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: Carrie Willer, PhD, Director of Elementary Education 5K-5: willercarrie@aaasd.k12.wi.us

Or your building leaders. See below:

Appleton Community 4K	Suzette Preston, 920-852-5600
Appleton Bilingual School	Jamie Kimball, 920-852-5495
Appleton Public Montessori	Cassie Guilbeault, 920-852-5515
Badger Elementary	Emily Clark, 920-852-5440
Berry Elementary	Jeanne Wall, 920-852-5445
Classical Elementary	Nick Winch, 920-852-5525
Dunlap Elementary	Elisa Paul, 920-852-5455

	Edison Elementary	Katie Schmeltzer, 920-852-5460
	Ferber Elementary	Heather Doyle Ostrum, 920-852-5465
	Foster Elementary	Kelsi VanFossen, 920-852-5470
	Fox River Academy	Melissa Chrisman, 920-852-5500
	Franklin Elementary	Denise Tetzlaff, 920-852-5475
	Hmong-American Immersion School	MaiKou Heu, 920-852-5505
	Highlands Elementary	Kari Krueger, 920-852-5480
	Horizons Elementary	John Ohlson, 920-852-5485
	Houdini Elementary	Katie Hardesty, 920-852-5490
	Huntley Elementary	Bill McClone, 920-852-5495
	Jefferson Elementary	Melissa Chrisman, 920-852-5500
	Johnston Elementary	MaiKou Heu, 920-852-5505
	McKinley Elementary	Andrea Vinje, 920-852-5510
	Odyssey Elementary	Kari Krueger, 920-852-5480
	The Qmɔladé Academy	Jamie Kimball, 920-852-5495
	Richmond Elementary	Jack Knaack, 920-852-5520
	Sandy Slope Elementary	Joe Bernhardt, (920) 852-5300 ext 39020
	Wisconsin Connections Academy	Michelle Mueller, 920-852-5415
Plan Location on Website	The most current version of this Plan can be found at a link located on the following School District website. ELA WEBPAGE : Appleton Area School District	

Overview of the Appleton Area School District's Approach to Early Literacy Instruction

Foundational Elements	<p>Early literacy instruction in the Appleton Area School District is built on a foundation of:</p> <ul style="list-style-type: none"> • Licensed, professional educators who understand the lifelong 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.
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	<ul style="list-style-type: none"> ● A sequential curriculum plan in English language arts for kindergarten through fifth grade. ● An adaptable framework for early literacy instruction that provides sufficient flexibility to foster continuous learning growth and enhance engagement for all students.
Key Features of Early Literacy Instruction in the District	<p>The following are some of the key features of the Appleton Area School District’s approach to early literacy instruction:</p> <ul style="list-style-type: none"> ● Appleton Area School 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. ● Appleton Area School District staff offer 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 striving to reach or maintain grade-level literacy skills. ● Appleton Area School 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, Appleton Area School 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 Grade-Level Literacy Skills	<p>Appleton Area School 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.</p> <p>The primary focus of this Early Literacy Remediation Plan is on Appleton Area School District’s implementation of the state-mandated early literacy assessments and various state-mandated student intervention processes. However, Appleton Area School 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.</p> <p>Appleton Area School District staff also recognize that its tiers of literacy-related interventions and remedial reading services need to be coordinated with other programs and services that can have overlapping goals and purposes.</p> <p>At all tiers of learning support, there is a common emphasis on identifying individual needs, matching instruction and interventions to those needs, monitoring learning to determine whether the interventions are helping the student to make progress, and communicating with our families.</p>

Wisconsin Early Literacy Assessments in Kindergarten through Third Grade

<p>Scope of this Section of the Plan</p>	<p>This section of the <i>Early Literacy Remediation Plan</i> identifies the following early literacy assessments that, under state law, the District is required to administer to students who are enrolled in four-year-old kindergarten through third grade:</p> <ol style="list-style-type: none"> 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, Forward Exam <p>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.</p>
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Universal Screening Assessment (5K through Third Grade)

<p>The Assessment Tool</p>	<p>The aimswebPlus is the reading screener that is administered to students who are enrolled in five-year-old kindergarten (5K) through third grade.</p> <p>aimswebPlus offers a nationally-normed, skills-based benchmark assessment to measure early literacy skills. See below for the items assessed throughout the year by grade level, including the estimated time for each grade level assessment:</p> <table border="1" data-bbox="386 863 1474 1207"> <thead> <tr> <th rowspan="2">Measure</th> <th colspan="3">5K <small>*approximately 10 minutes per student total</small></th> <th colspan="3">Grade 1 <small>*approximately 10 minutes per student total</small></th> <th colspan="3">Grades 2 & 3 <small>*approximately 10 minutes per student total</small></th> </tr> <tr> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Phonemic Awareness</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Oral Vocabulary</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Alphabet Knowledge</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Letter Sound Knowledge</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Decoding Skills</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> </tbody> </table> <p>This is a state-mandated and state-selected screening tool. See § 118.016(3)(a). State law does not permit an opt-out policy for this assessment.</p> <p>Additionally, AASD educators administer the 5K-3 Core Phonics Survey in the fall, winter and spring to ensure that students are meeting grade-level benchmarks in the area of early literacy skills. These results, along with the State Required Literacy Screener, are used to guide instruction and are shared with families at conferences or progress reporting periods.</p>	Measure	5K <small>*approximately 10 minutes per student total</small>			Grade 1 <small>*approximately 10 minutes per student total</small>			Grades 2 & 3 <small>*approximately 10 minutes per student total</small>			Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Phonemic Awareness	✓	✓	✓	✓						Oral Vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	Alphabet Knowledge	✓	✓	✓							Letter Sound Knowledge	✓	✓	✓	✓						Decoding Skills	✓	✓	✓	✓	✓	✓	✓	✓	
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Letter Sound Knowledge	✓	✓	✓	✓																																																																		
Decoding Skills	✓	✓	✓	✓	✓	✓	✓	✓																																																														

<p>Purpose/Content of the Assessment</p>	<p>The purpose of the State universal screening assessment is to evaluate students enrolled in 5K through third grade in the following areas:</p> <ul style="list-style-type: none"> ● Phonemic awareness ● Decoding skills ● Alphabet knowledge ● Letter sound knowledge ● Oral vocabulary <p>The screening assessment used in 5K to third grade:</p> <ul style="list-style-type: none"> ● Attempts to identify students who may be developing with reading skills and literacy-related learning objectives.
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	<ul style="list-style-type: none"> ● 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	<p>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:</p> <ul style="list-style-type: none"> ● 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. <p><i>* Note: In the 2024-25 school year, the District is required to administer the assessment only two times. The schedule may be modified due to this exception.</i></p>
Parent Notice of Assessment Results	<p>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. This will occur during fall and winter conferences, and again in April when the spring assessment has been scored.</p>
How the District Uses the Results of this Assessment	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> ● 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. <p>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.</p> <p>See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”</p>
<h2 style="color: #4F81BD;">Diagnostic Literacy Assessments (5K through Third Grade)</h2>	
The Assessment Tool	<p>The District has selected the following tools for use as diagnostic literacy assessment(s) within the District:</p> <ul style="list-style-type: none"> ● i-Ready is used as a universal diagnostic tool ● Core Phonics Survey as the universal district screener, in conjunction with the State Literacy Screener <p>Other screening tools may be used to determine a student’s most foundational area of need.</p> <p>In instances where section 118.016(3)(b) requires the District to administer a diagnostic assessment, state law does not permit an opt-out policy for this assessment.</p>

Purpose/Content of the Assessment	<p>A diagnostic assessment will be used to evaluate a student’s early literacy skills in the following areas:</p> <ul style="list-style-type: none"> ● 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 <p>See §§ 118.016(1)(b) and 118.016(3)(b). As an assessment of skills, the above diagnostic assessment can help identify potential learning gaps with greater precision. However, the District’s diagnostic literacy assessment do not determine whether a student may have any medical or developmental condition or disability that may be affecting the child’s learning.</p>
Family History Survey Component	<p>For students that are flagged on our screener, families will be provided, in accordance with law, an opportunity to complete a family history survey to provide additional information about any learning difficulties in the student’s family. Please click this LINK for a sample of the form.</p>
Eligible Students and Timing of the Assessments	<p>The District is required to administer a diagnostic assessment to a student if either of the following applies:</p> <ul style="list-style-type: none"> ● The results of a universal screening assessment indicate that the student is “at-risk” with respect to early literacy learning. <ul style="list-style-type: none"> – 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. <ul style="list-style-type: none"> – The assessment must be conducted within 20 calendar days of the request. <p>AASD is passionate about ensuring all students reach high levels of literacy. For that reason, all 5K-5 students complete the i-Ready diagnostic assessment, which is not mandatory under state law. We believe this data point helps us ensure even our highest-performing readers are advancing.</p>
Parent Notice of Assessment Results	<p>As further addressed in the “Parent Notifications” section of this Plan, families and caregivers will be notified of the assessment results within 15 calendar days after the assessment is scored. This may be done via phone, email, or in person, perhaps at conferences.</p>
Additional Parent Communications	<p>As further addressed in the “Parent Notification” section of this Plan, the District will provide information about Dyslexia and related conditions to the parent of each student the District is required to assess using a diagnostic assessment. This information is located on our district website.</p>

<p>How the District Uses the Results of this Assessment</p>	<p>AASD will define a student as being “at risk” for reading difficulties:</p> <ul style="list-style-type: none"> • if the student scores below the 25th percentile on the aimswebPlus screener <p>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. Should a child be flagged on the screener, but subsequent diagnostic assessments AND classroom assessments do not show an area of concern, families will be offered a reading plan that is progress monitored weekly to ensure a potential deficit does not develop OR the school principal and teacher will meet with the family recommending a reading plan not be implemented during the particular screening period.</p> <p>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.</p> <p>For students who are not considered “at-risk,” the AASD 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. If a child was not identified by the screener as needing additional diagnostic testing in literacy, no Personal Reading Plan (PRP) will be created. However, your child’s teacher may use additional literacy assessments to target your child’s literacy needs. It is possible that your child may still have areas of focus to become a proficient reader that need support, even though your child hasn’t been flagged by the State screener.</p> <p>Students will be reassessed in the fall of the year. As the test increases in difficulty throughout the year and again in difficulty at each grade level, it is possible that your child may fall below the 25th percentile on the next screener..</p> <p>See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”</p>
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The State’s Standardized Third Grade Reading Test

<p>The Assessment Tool</p>	<p>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.</p> <p>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.</p> <p>The Forward Exam is an online assessment. The state of WI 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.</p> <p>Please refer to Appleton Area School District’s Student Assessment Policy 346.5 regarding opt-out requests for our State Mandated Assessments in grades 3-11.</p>
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<p>Purpose/Content of the Assessment</p>	<p>The Forward Exam is a summative assessment that evaluates cumulative learning around the ELA standards identified by our Department of Public Instruction.</p>
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Timing of the Assessments	<p>The Forward Exam is administered in the spring of each school year during a testing period established annually by the Wisconsin Department of Public Instruction.</p>
Parent Notice of Assessment Results	<p>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.</p>
How the District Uses the Results of this Assessment	<p>The District may use the results of the reading/literacy portion of the annual third grade Forward Exam for a variety of purposes, including the following:</p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> – 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. <p>See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”</p>

Other Early Literacy Assessments

[Appleton Area School District Assessment Overview Link](#)

Early Literacy Learning Supports and Interventions

What Are “Interventions”?

Providing an “intervention” typically means applying the systematic, explicit and cumulative 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:

	<ul style="list-style-type: none"> ● § 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).
<p>General Examples of Literacy-Related Interventions and Methods for Providing Interventions</p>	<p>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:</p> <ul style="list-style-type: none"> ● 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.
<p>Interventions Used to Address Characteristics of Dyslexia</p>	<p>State law requires this <i>Early Literacy Remediation Plan</i> 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.</p> <p>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.</p>

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 Appleton Area School District School staff approach 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 typically 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

	<p>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.)</p> <p>See generally Wisconsin’s Informational Guidebook on Dyslexia and Related Conditions, Wisconsin Department of Public Instruction (July 2021) is available on the District website here.</p>
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Early Literacy Interventions: Eligibility Mandates under State Law

<p>Eligibility as an “At-Risk” Student under Section 121.02(1)(c)3 and Section 118.016(5)</p>	<p>The District is required to provide reading-related interventions or remedial reading services to a student who is enrolled in five-year-old kindergarten to fourth grade if the student’s performance on a universal screening or diagnostic assessment indicates that the student is “at-risk.”</p> <p>The interventions and any additional instructional services provided to such a student must:</p> <ul style="list-style-type: none"> ● 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.
<p>Eligibility under Section 121.02(1)(c)1</p>	<p>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.</p>
<p>Eligibility under Section 121.02(1)(c)2</p>	<p>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:</p> <ul style="list-style-type: none"> ● 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.
<p>Eligibility for Interventions under Multiple Criteria</p>	<p>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 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.</p>
<p>Coordination with Other Laws</p>	<p>In practice, the Appleton Area School District School District educators will need to coordinate the implementation of the reading intervention mandates listed above in this section with several</p>

<p>and Other District Programs</p>	<p>other existing laws and the related District programs and services, including at least all the following:</p> <ul style="list-style-type: none"> ● 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. <p>The necessary coordination 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.</p>
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**Personal Reading Plans for “At-Risk” Students
(5K through Third Grade)**

<p>Eligibility for a Personal Reading Plan</p>	<p>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.</p> <p>An assessment score below the 25th percentile qualifies a student as “at-risk.”</p> <p>In direct consultation with the student’s parent and based on re-screening, a diagnostic assessment, or some other evidence-based evaluation, the Appleton Area School District staff may make a determination that an “at-risk” result on a screening assessment was inaccurate or invalid and that the student is not in need of a personal reading plan. Such decisions will be addressed on a case-by-case basis with the involvement of a licensed District reading specialist.</p>
<p>Required Content for a Personal Reading Plan</p>	<p>A personal reading plan for an “at-risk” student will include all of the following:</p> <ul style="list-style-type: none"> ● 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 uses “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.

	<ul style="list-style-type: none"> Any additional programs or services that may be available and appropriate to help accelerate the student’s early literacy skill development.
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 <i>Early Literacy Remediation Plan</i> . These notices are also available on our AASD website under curriculum notices.
Administrative Procedures and Administrative Oversight	The Director of Elementary Education and the Assistant Superintendent of Assessment, Curriculum and Instruction 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	<p>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.</p> <p>As examples, progress may be monitored and documented with respect to:</p> <ul style="list-style-type: none"> 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	<p>Monitoring activities during the implementation of reading interventions for a student may include activities such as:</p> <ol style="list-style-type: none"> A review of relevant schoolwork completed by the student. 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. Structured assessments of specific knowledge and skills. <p>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:</p> <ol style="list-style-type: none"> Any of the District’s approved diagnostic assessment, including progress monitoring tools, as identified in this Plan (above), or any relevant portion(s) of a diagnostic assessment.

	<p>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).</p>
<p>Frequency of Monitoring under a Personal Reading Plan for an “At-Risk” Student</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • For a student enrolled in 5K and 1st grade, an assessment of the student’s word decoding fluency and/or 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.
<p>Frequency of Monitoring for a Student in Kindergarten through Fourth Grade When Early Literacy Interventions Are <u>Not</u> Provided under a Personal Reading Plan</p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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.

Family/Caregiver Notifications

General Information Relating to Parent Notifications under this Plan

<p>Legal Requirement</p>	<p>State law requires this <i>Early Literacy Remediation Plan</i> to include a “parent notification policy.” See § 118.016(6)(e). For emphasis and clarity, some of the parent notifications addressed in this section are also mentioned in other parts of this Plan.</p>
<p>Meaning of the Term “Parent” within this Plan</p>	<p>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:</p> <ol style="list-style-type: none"> 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. <p>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.</p>
<p>Electronic Format Generally Permissible</p>	<p>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:</p> <ol style="list-style-type: none"> 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. <p>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).</p>
<p>Language Assistance Related to Parent Notifications</p>	<p>“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.</p> <p>If a family has questions or specific needs related to language assistance, the family (or the family’s representative or advocate) can contact the site principal or the Director of Elementary Education.</p>
<p>Notifications Relating to Reading Readiness Assessments</p>	

<p>Specific Notifications Relating to Assessments</p>	<ul style="list-style-type: none"> ● <u>Notice of the Results of Reading Readiness Assessments</u> <ul style="list-style-type: none"> – “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).) ● <u>Notice of Special Education Referral Information</u> <ul style="list-style-type: none"> – 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. ● <u>Family/Caregiver Notification of Information about Dyslexia</u> <ul style="list-style-type: none"> – 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.
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Notifications Relating to Student Personal Reading Plans

<p>Specific Notifications Relating to Student Personal Reading Plans</p>	<ul style="list-style-type: none"> ● <u>Family/Caregiver Copy of a Personal Reading Plan; Parent Signature</u> <ul style="list-style-type: none"> – <i>Upon initial creation.</i> 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. – <i>Upon changes to the plan.</i> 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. – <i>Timing.</i> 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). – <i>Parent signature.</i> 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>
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- *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. Parents must sign that they agree that the goals have been met.
- **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

	<p>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.)</p>
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Notifications Relating to Reading Interventions in Kindergarten through Fourth Grade that Are Not Implemented Through a Student Personal Reading Plan

<p>Cycle of Parent Communications for Interventions that Are <u>Not</u> Implemented Through a Personal Reading Plan</p>	<p>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 <u>not</u> coordinated through a personal reading plan, then District staff shall ensure that the student’s parent is reasonably notified of:</p> <ul style="list-style-type: none"> ● 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. ● 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).
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Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction in the District

<p>Administrative Responsibility for Data Management and Reporting</p>	<p>The Director of Elementary Education and Assistant Superintendent of Assessment, Curriculum, and Instruction shall have primary administrative responsibility for establishing and monitoring data-tracking procedures related to this <i>Early Literacy Remediation Plan</i>.</p> <p>The Director of Elementary Education and the Assistant Superintendent of Assessment, Curriculum and Instruction 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).</p>
<p>Maintaining Student Confidentiality</p>	<p>The data that Appleton Area School District tracks in connection with reading readiness assessments and early literacy interventions will be valuable to use in connection with evaluating and improving the Appleton Area School District’s early literacy curriculum, the instructional practices used by Appleton Area School District educators, and its system of learning interventions and other remedial services. An ELA program evaluation will be completed in a minimal of seven years, in accordance with Board policy.</p>

<p>Uses of the Data Directed Primarily by the Administrative Leadership Team and School Board</p>	<p>Under the direction of the Director of Elementary Education, the District Administrator, and the School Board, assessment and intervention data related to this Plan will be used to help evaluate:</p> <ol style="list-style-type: none"> 1. Appleton Area School District’s program of reading goals, including to help determine the progress that Appleton Area School District students are making for existing goals and to inform possible revisions to Appleton Area School 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).
<p>Use in the Annual Curriculum Review Process</p>	<p>Under the direction of the Director of Elementary Education, the licensed reading specialist charged with conducting an annual evaluation of Appleton Area School 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.</p>
<p>Other Uses of the Data that will be Coordinated Primarily at an Administrative Level</p>	<p>Under the direction of the Director of Elementary Education 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:</p> <ol style="list-style-type: none"> 1. As a component of Appleton Area School District’s periodic review of its sequential curriculum plan for reading and language arts, including evaluating the relevant instructional materials. <p>Under the direction of the Director of Elementary Education and with the involvement of the District’s licensed reading specialist(s) where appropriate, the District <i>may</i> use assessment and intervention data related to this Plan for the following:</p> <ol style="list-style-type: none"> 2. To help evaluate and improve Appleton Area School 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 inform the evaluation of any specialized programs or services within Appleton Area School District that connect to and affect literacy instruction, using disaggregated data if reasonably available and appropriate. 4. 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. 5. To identify and help remedy statistically significant differences in early literacy outcomes among different schools, programs or instructional settings within the District. 6. 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. 7. To inform the future review and evaluation of this <i>Early Literacy Remediation Plan</i>.