

Kohler School District Early Literacy Remediation Plan

District Mission: inspire inquiry; engage hearts, minds and bodies; and provide supports to ensure all students can achieve success

Universal Approach to High Quality Instruction	
ELA Standards	Wisconsin Standards for English Language Arts, DPI 2020 Wisconsin Essential Elements for English Language Arts, DPI 2022 Wisconsin Model Early Learning Standards Fifth Edition The 2020 Edition WIDA.
Universal Curriculum	
Reading Wonders	<p>Kohler Elementary School utilizes <i>Reading Wonders</i>, which incorporates a Science of Reading instructional approach as informed by teacher training from Language Essentials for Teachers of Reading and Spelling (LETRS).</p> <p><i>Lexia Core 5</i> is also used as a supplemental literacy program in 5K-5th grade classrooms to support student's individual early literacy growth.</p>
Universal Assessment	
Strategic Assessment: Universal Screening	<p>As required by the state of Wisconsin AimsWebPlus (AWP) will be administered as the universal screening tool for grades 4K-3. These screeners measure phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, and oral vocabulary. These screeners will take place three times throughout the academic year for 5K-3rd grade as outlined by Act 20 requirements. 4K will only participate in applicable screeners twice per academic year. Parents are not allowed to opt-out their students from this screener. Please see the AimswebPlus WI ACT 20 Assessment Matrix for more information.</p>
How the Results are Used	<p>Students who score below the 25th percentile on the universal screening measures are deemed "at risk", and are</p>

	<p>then required to complete further diagnostic assessments. The specific universal screening measures used to determine “at risk” are as follows:</p> <ul style="list-style-type: none"> • 5K students are “at risk” when their aimswebPlus Early Literacy Composite score falls below the 25th percentile. The composite score is the combined scores from the Letter Naming Fluency (LNF) and Letter Word Sounds Fluency (LWSF) subtests. • Grade 1 students are “at risk” when their aimswebPlus Oral Reading Fluency (ORF) score is below the 25th percentile. • Grades 2 and 3 students are “at risk” when their aimswebPlus Oral Reading Fluency (ORF) score is below the 25th percentile.
Parent Notification of Results	<p>Parents will be notified of the aimswebPlus universal screening results within 15 calendar days after the assessments are scored. Within this letter, the student’s screener results on each subtest will be reported along with their percentile rank.</p> <p>Parents may request diagnostic assessments be administered if they have concerns about their child’s reading development. Please reach out to your child’s teacher if you have concerns.</p>
Diagnostic Assessment	
Strategic Assessment: Diagnostics	<p>Diagnostic assessments will be administered by district Reading Specialists no later than 10 calendar days after the universal reading readiness screener is administered. A combination of aimswebPlus and other formative assessments will be used as diagnostic assessments based on the universal reading readiness screener results. Skills that these diagnostic assessments measure are:</p> <ul style="list-style-type: none"> • Phonological Awareness • Phonemic Awareness • Letter Sound Knowledge • Alphabet/Letter Name Knowledge • Decoding • Word Recognition • Oral Language/Vocabulary • Oral Reading Fluency • Rapid Automatic Naming (R.A.N.)

	<ul style="list-style-type: none"> • Spelling
How the Results are Used	Results of each specific diagnostic assessment will then be used to determine if a student should be placed on a Personal Reading Plan and to develop and guide the student's plan. Areas that demonstrate needed growth will translate into goals on the Personal Reading Plans, and will guide the selection of the literacy intervention.
Parent Notification of Results	Once the diagnostic assessments have been administered, families will be notified via letter of their student's results. Within this letter, student scores from each test administered will be reported, a description of what those scores mean, and whether or not those scores indicate that the student is "at risk" of reading development challenges.
Student Supports: Personal Reading Plans	
Parent Acknowledgement of Personal Reading Plan and Family Reading Survey	For 5 year old Kindergarten through Third Grade, Personal Reading Plans will be developed for students scoring below the 25th percentile on the AimsWebPlus universal assessment and subsequent diagnostic assessments. These plans will be shared with parents with the opportunity for parents to add insights, concerns, and questions before digitally signing acknowledgement of the plan.
Reading Instruction and Intervention	<p>Students will work with one or more of these curricula as chosen by the district Reading Specialists based upon student need as determined by universal and diagnostic criteria. These intervention curricula utilize explicit and systematic instruction that is evidence-based and used to address characteristics of dyslexia. All of these interventions provide differentiated literacy instruction that targets each student's specific area of need in their literacy development.</p> <p><u>Phonological Awareness Training for Reading- 2nd Edition (PATR-2)</u>: Increases the level of phonological awareness skills in young children.</p> <p><u>Sound Partners</u>: Increases early reading skills emphasizing phonemic, alphabetic, phonemic decoding and assisted oral reading practice.</p>

	<p><u>Orton Gillingham (IMSE)</u>: Increases all critical components of structured literacy including: phonological awareness, phonics, word analysis, spelling, fluency, vocabulary, comprehension, and writing.</p> <p><u>Wilson Reading System</u>: Increases reading skills including phonological coding and word level deficits.</p> <p><u>Wilson Reading Fluency Basic</u>: Increases reading oral reading fluency skills.</p> <p><u>HELPS</u>: The Helping Early Literacy with Practice Strategies (HELPS) integrates practices to improve reading fluency.</p> <p><u>UFLI Foundations</u>: Increases foundational reading skills such as phoneme blending and segmentation, decoding, reading and spelling irregular words and reading and spelling connected text.</p> <p><u>REWARDS Intermediate</u>: Increase a student's ability to decode multisyllabic words, read fluently, understand academic vocabulary and comprehend text.</p>
Progress Monitoring	
Tools Used	AimswebPlus Progress Monitoring tools will be utilized by Reading Specialists to collect and monitor each student's academic growth at least bi-weekly while receiving their literacy intervention.
Parent Notification	The State requires progress updates every 10 weeks of instruction. Personal Reading Plans will be updated with the student's current progress. Parents may contact the reading specialist with any questions or concerns.
Wisconsin's Informational Guidebook on Dyslexia and Related Conditions	
WI DPI Resource on Dyslexia	Wisconsin's Informational Guidebook on Dyslexia and Related Conditions
Promotion Policy	
Kohler School District Policy	Third Grade Promotion and Retention: At Risk Students KSD Board Policy 5411

Summer Reading Support	
Kohler School District Summer Reading Program	A team will be meeting to determine summer offerings for students who have not exited their personal reading plan by the end of 3rd grade. This programming will not be in place during the summer of 2025. The beginning date has not yet been determined.
Exit Criteria	
Exiting a personal reading plan	The team will use multiple data sources to determine when a student is ready to exit from a personal reading plan. This will include progress monitoring data, performance on the FORWARD exam as well as classroom observations.
Program Review	
Strategic Use of Data	<p>AimswebPlus schoolwide results will be used in part to evaluate the effectiveness of the curriculum and early literacy instruction that is occurring.</p> <p>A multidisciplinary team including DPI certified reading specialists will review data to guide professional development and instructional coaching and to prepare an annual evaluation of the LEA's comprehensive literacy curriculum.</p>