



EARLY LITERACY REMEDIATION PLAN

Monona Grove School District

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	4
Fundamental Skills Screening Assessment (4K)	4
Universal Screening Assessment (5K through Third Grade)	5
Diagnostic Literacy Assessments (5K through Third Grade)	7
The State’s Standardized Third Grade Reading Test	8
Other Early Literacy Assessments in Kindergarten -Third Grade that Are in Use as a Local Policy Decision	9
Early Literacy Learning Supports and Interventions	10
Early Literacy Interventions: Eligibility Mandates under State Law	12
Personal Reading Plans for Students Identified as “At Risk” (5K through Third Grade)	13
Monitoring Activities for Students Receiving Reading Interventions	14
Parent Notifications	16
General Information Relating to Parent Notifications under this Plan	16
Notifications Relating to Reading Readiness Assessments	17
Notifications Relating to Student Personal Reading Plans	17
Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction in the District	19

Introduction

Date Adopted / Last Revised

8/4/2025 (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 Plan is intended to help staff to:

- Achieve established goals for student learning within our literacy program.
- Identify students who may be developing in their literacy development.
- Structure and provide literacy-related interventions and learning support to students who have an identified need.

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

- The reading readiness and early literacy assessments that Monona Grove administers to students in kindergarten through third grade.
- How Monona Grove staff 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 Monona Grove 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 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 Monona Grove 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:

Angie Fassl - Director of Elementary Teaching and Learning
(angela.fassl@mgschools.net)

Or your building leaders. See below:

Building	Principal	Reading Teachers
Taylor Prairie	Emily Foster	Jacinda Wapneski, Lisa Sutter
Cottage Grove	Jesse Starr	Caroline Nitschke, Jennifer Klotzbach
Winnequah	John Hagen	Jennifer Oscar, Angie Van Houten, Kelli Hanson
Granite Ridge	Reed Foster	Erin Verhagen, Dana Kilgore

Location on Website

The most current version of this Plan can be found at a link located on the following School District web page under Academics and Student Services.

Overview of the Monona Grove's Approach to Early Literacy Instruction

Foundational Elements	Early literacy instruction in Monona Grove is built on the following foundation: • 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. • A sequential curriculum plan in English language arts for kindergarten through fifth grade. ◦ Amplify's PreK CKLA (in 4K) and CKLA (in K-5) is the high quality instructional resource used for ELA core instruction • An integrated and comprehensive system of support 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	The following are some of the key features of the Monona Grove's approach to early literacy instruction: • Monona Grove 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. • Monona Grove staff offer differentiated and/or scaffolded 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. • Monona Grove 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, Monona Grove relies on an integrated and comprehensive system of learning support—consisting of a 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.
Integrated and Comprehensive System of Support for Students Who Need Assistance Reaching or Maintaining	Monona Grove uses an integrated and comprehensive system of support with varied instructional interventions and approaches for repeated practice based on specific student needs. The integrated system also helps District educators to collectively and comprehensively identify options for adjustments if initial interventions and supports are not creating results that match expectations for improvement. The primary focus of this <i>Early Literacy Remediation Plan</i> is on Monona Grove's implementation of the state-mandated early literacy assessments and various state-mandated student intervention processes. However, Monona Grove's

Grade-Level Literacy Skills	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. Monona Grove staff also recognize that its literacy-related interventions and reading services need to be coordinated with other programs and services that can have overlapping goals and purposes. With all 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.
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Wisconsin Early Literacy Assessments in Kindergarten through Third Grade

Early Literacy Assessment requirements	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 pre-kindergarten through third grade: 1. The fundamental skills screening assessment (4K) 2. The universal screening assessment (5K through third grade) -aimswebPlus 3. Diagnostic literacy assessments (some students in 5K through third grade) - aimswebPlus 4. The state's standardized third grade reading test - Forward Assessment In addition to these formal, state-mandated assessments, District educators 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) per state of WI mandate. 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 permit an opt out policy for 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 the following early literacy skills: • 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.
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 common 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 below for the items assessed throughout the year by grade level, including the estimated time for each grade level assessment: <table><tr><th rowspan="2">Measure</th><th colspan="3">5K *approximately 10 minutes per student total</th><th colspan="3">Grade 1 *approximately 10 minutes per student total</th><th colspan="3">Grades 2 & 3 *approximately 10 minutes per student total</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><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></table> 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.	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	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Letter Sound Knowledge	✓	✓	✓	✓																																																																		
Decoding Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓																																																													
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 developing 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. <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>
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 tools for use as diagnostic literacy assessment(s) within the District: aimswebPlus Survey Level Assessments: An assessment team at each elementary school will monitor the results of screening assessments to determine, develop, and implement plans to follow-up with additional diagnostic assessment with our

	5K-3rd grade students. A legal guardian has the right to submit a request for diagnostic assessment at any time, including the right to request an evaluation through special education. The aimswebPlus Survey Level Assessments are designed to identify a skill entry-point for individual students using subtests such as Oral Reading Fluency, Word Reading Fluency, Nonsense Word Fluency, Letter Word Sounds Fluency, Letter Naming Fluency, and Phonemic Segmentation. Building teams may also use supplemental assessments, such as PALS and LETRS, in order to gain a baseline for an individual student's foundational area of need. 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.
Purpose/Content of the Assessment	A diagnostic assessment may be 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 Personal Reading Plan (PRP), the District will also provide an opportunity for the student's family 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. <i>* Note: This requirement applies to requests submitted beginning on January 1, 2025.</i>

	Monona Grove School District has determined that all students benefit from completing a diagnostic assessment, although not mandatory under state law. This additional information is useful for MG staff as we seek to know our students' literacy skills as fully as possible.
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. This information about dyslexia is located on the District's website.
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 (DLM), as determined by their IEP team. 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 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.
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 may use 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 a student identified as "at-risk" 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

[Monona Grove Assessment Overview Link](#)

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.
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	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. • Using appropriately vetted technology-based resources. • Implementing school-and-home learning reinforcement activities that are structured, coordinated, and monitored by a licensed educator. • Adjusting a student’s school schedule to extend the amount of weekly instructional time that is used for reading/literacy development.
Interventions Used to Address Characteristics of Dyslexia	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. 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 include the following:

- 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 Monona Grove 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 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) is available on the District website here.
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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 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 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 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 Monona Grove School District educators will need to coordinate 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 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.
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Personal Reading Plans for Students Identified as “At Risk” with Reading Skills Development (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 Monona Grove 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.
Required Content for a Personal Reading Plan	A personal reading plan for a student identified as “at risk” 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 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.
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> . (See below.)
Administrative Procedures and Administrative Oversight	The Director of Instruction, in partnership with the District 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, including progress monitoring tools, 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 a Student Identified as "At-Risk"	When any student identified as "at-risk" 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. ○ For a student enrolled in 5K, monitoring will address nonword or nonsense word fluency and phoneme segmentation ○ For a student enrolled in 1st, 2nd, and 3rd grade, monitoring will address oral reading fluency • 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 and 1st grade, an assessment of the student's word decoding 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.

Parent Notifications

General Information Relating to Parent Notifications under this Plan

Legal Requirement	State law requires this <i>Early Literacy Remediation Plan</i> 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.
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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 District’s disclosure of personally-identifiable information from the student’s education records, the person is authorized to receive or review the information in question under the federal Family and Educational Rights and Privacy Act (FERPA) and its implementing regulations. For example, the person may satisfy FERPA’s definition of a parent, or the District may have received written consent for the disclosure to the person. In general, this will normally include, but not necessarily be limited to, a biological parent, an adoptive parent, a legal guardian, certain foster parents, or a person who is lawfully “acting as a parent of a child” (e.g., a person acting as a parent for school purposes in the absence or unavailability of a biological/adoptive parent or legal guardian, such as under a documented delegation of parental authority). It does not include, for example, a person whose parental rights have been terminated or a person who has lost the right to access or receive the student’s pupil records due to the outcome of court proceedings.
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 the Assistant Director of Student Services and Equity.

Notifications Relating to Reading Readiness Assessments

Specific Notifications Relating to Assessments	• <u>Notice of the Results of Reading Readiness Assessments</u> – “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> – 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>Parent Notification of Information about Dyslexia</u> – 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> – <i>Upon initial creation.</i> The District will promptly provide a copy of a personal reading plan that has been developed for a student identified as “at-risk” 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 the 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. This exchange can happen in an electronic format. • <u>Parent Notification of Pupil Progress under a Personal Reading Plan</u>

	- <i>Initial 10-week progress report.</i> After the school has been providing the interventions described in the 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. - <i>Subsequent reports of overall progress under a personal reading plan.</i> ■ 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. - <i>Content of progress reports.</i> 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). ● <u>Parent Notification of Completion of a Personal Reading Plan</u> - 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. ● <u>Parent Notification of Noncompletion of Personal Reading Plan as of the End of Third Grade</u> - If, as of the end of third grade, a student identified as "at-risk" 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
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statutes and/or under the District's related **third grade promotion and retention policy** [po5411](#).

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

Administrative Responsibility for Data Management and Reporting

The Director of Instruction shall have primary administrative responsibility for establishing and monitoring data-tracking procedures related to this *Early Literacy Remediation Plan*.

The Director of 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\(7\)](#).

Maintaining Student Confidentiality

The data that Monona Grove tracks in connection with reading readiness assessments and early literacy interventions will be valuable to use in connection with evaluating and improving Monona Grove's early literacy curriculum, the instructional practices used by Monona Grove educators, and its system of learning interventions and other remedial services.

However, when using any data related to this Plan, Monona Grove 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 Director of Instruction, the District Administrator, and the School Board, assessment and intervention data related to this Plan will be used to help evaluate:

1. Monona Grove's **program of reading goals**, including to help determine the progress that Monona Grove students are making for existing goals and to inform possible revisions to Monona Grove'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 of the Director of Instruction, the licensed reading specialist charged with conducting an **annual evaluation of Monona Grove'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 Director of Instruction 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 Monona Grove's periodic review of its sequential curriculum plan for reading and language arts, including evaluating the relevant instructional materials.

Under the direction of the Director of Instruction and with the involvement of the District's licensed reading specialist(s) where appropriate, the District *may* use assessment and intervention data related to this Plan for the following:

2. To help evaluate and improve Monona Grove'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 Monona Grove 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 *Early Literacy Remediation Plan*.