



DeForest Area School District K-3 Early Literacy Remediation Plan

Core Academic Programming

Amplify Core Knowledge Language Arts (CKLA) is used in all classrooms in grades K-3. Amplify CKLA explicitly teaches content knowledge that is systematically sequenced throughout the grade levels with research-based foundational skills instruction. It provides systematic and explicit instruction in phonological awareness, phonemic awareness, phonics, the building of background knowledge, oral language development, vocabulary, writing, comprehension, and fluency. CKLA does not use the three-cueing model of literacy instruction.

K-2 Instruction

In grades K-2 students participate in two, one-hour literacy blocks on a daily basis. These blocks consist of one “skills” and one “knowledge” block.

CKLA Skills Block (60 minutes per day)

This skills block provides intentional, comprehensive and systematic research-based instruction on foundational skills. This includes phonological and phonemic awareness, phonics, print concepts, the alphabetic principle, grammar, writing mechanic, comprehension, spelling, along with other foundational literacy skills.

CKLA Knowledge Block (60 minutes per day)

The knowledge block develops a student's language, vocabulary, and background knowledge. This block provides students with complex texts grounded in building knowledge through daily read-alouds, engages students in text-based discussions of the content, and builds connections from the text to our world.

The teaching from both blocks helps students build skills across all the elements of the reading rope in order to build skilled readers and writers. Students read to learn in the knowledge block and become skilled decoders in the skills block.

3rd Grade Instruction

Amplify/CKLA is designed to bring the two blocks together in third grade as foundational skills and comprehension become combined to help students become stronger readers and writers. The instructional minutes are 120 minutes. During this time, students read complex texts that allow them to continue to build their background knowledge and vocabulary, engage in daily writing and discussions that allow them to deepen

their thinking of the texts, and explicitly are taught the conventions of English grammar, punctuation, and spelling.

Assessment

Students in DASD will be assessed three times per year using the aimswebPlus Reading Diagnostic Assessment in order to help identify students who may be at risk of not meeting the standards. Three benchmark assessment windows will take place during the school year including:

- Beginning of the Year (BOY) - September
- Middle of the Year (MOY) - January
- End of the Year (EOY) - April

[This assessment calendar](#) outlines the specific assessments that will be given in each grade level during the assessment window.

Students who demonstrate a level of risk on the assessments which is defined by scoring below the 25th percentile will receive further diagnostic assessments through aimsweb's diagnostic assessments in order to pinpoint specific skill areas they are deficient in. Additional diagnostic assessments beyond aimsweb that will also be used include:

- Heggerty Phonemic and Phonological Awareness Inventory
- CORE Phonics Inventory
- Words Their Way Encoding Inventory
- CORE Vocabulary Inventory
- CKLA placement assessments

These diagnostic tests do not diagnose dyslexia or other disabilities. For more information about characteristics of dyslexia and related interventions and accommodations, please see Wisconsin's Informational Guidebook on Dyslexia and Related Conditions found at <https://dpi.wi.gov/reading/dyslexiaguidebook>.

Additional Support

Students who score lower than the 25th percentile (Nationally) and are given diagnostic assessments will also be discussed by the building's Student Support Team (SST). The SST is composed of building administration, instructional coaches, reading specialists, classroom teachers, special education teachers, speech and language pathologists (as needed), multilingual teachers, and school psychologists. The team reviews all of the data, aligns intervention supports to the student's needs and creates a Personal Reading Plan for each student. All DASD elementary buildings have a minimum of a 30-minute intervention time built into each grade level's schedule to offer targeted intervention support. All students continue to receive high-quality classroom instruction and support.

Personal Reading Plan

The Personal Reading Plan includes the following:

- Specific early literacy skill deficiencies identified by the applicable assessment

- Goals and benchmarks that the team sets so the student progresses toward grade-level literacy skills
- Description of how the student's progress will be monitored
- A description of the interventions to be used in addition to core programming
- Parent/guardian strategies for at-home practice

Intervention Descriptions

DASD maintains an [intervention list](#) that outlines interventions used in our Equitable Multi-Level Systems of Support (EMLSS) for each building to support students with their personal reading plans.

Progress Monitoring

Each student's personal reading plan will include a plan to monitor progress in the interventions that the student is participating in. Progress monitoring will be done once per week and will be recorded in the Fastbridge EduClimber System. For kindergarten, progress monitoring would be Nonsense Word Fluency and Phoneme Segmentation. Students in grades 1-3 will be monitored using their grade level Oral Reading Fluency passages.

Continuous Improvement

DASD values continuous improvement in literacy practice. Each year the district as a whole and each elementary school in the district analyze both the benchmark assessment data, diagnostic assessment data, and Wisconsin Forward data to create literacy-based improvement plans for the upcoming year. Each building also uses grade level and classroom data to determine which grades or students are in need of targeted support.

Parent Notification

Assessment

Benchmark assessment results will be communicated to parents through the data and a letter being shared with families no more than 15 days after the aimswebPlus has been administered. The results will also be posted in Skyward and shared during conferences so families have an opportunity to learn more and ask questions. The diagnostic assessment results will also be sent home with a letter explaining the assessments and the plan for support. The results will also be shared at conferences.

Personal Reading Plan

The school-based team will develop a personal reading plan for all K-3 students determined to be at risk by the benchmark and subsequent diagnostic assessments. The plan will include a goal for the intervention, a plan for progress monitoring, and the resources and evidence-based strategies that will be used. Once the plan is complete, the parent will acknowledge that they have received the plan and understand the supports their child will be receiving. A progress report at least one time per quarter to demonstrate progress toward the goals will be shared. Students who, by the end of their third grade year, do not complete their personal reading plan and are performing below the 25th percentile, are recommended for a summer intervention program and will also be provided a continuing intervention plan in 4th grade.

Note: *in the assessment process, it may be determined through reassessment or alternatively-approved assessment that the original screener was not accurate for the student.*

Exiting a Personal Reading Plan

In 5K through grade 2, students can exit personal reading plans by demonstrating adequate progress on grade-level skills and assessments. The District will utilize aimswebPlus screeners and Fastbridge progress monitoring measures to determine adequate progress and proficiency on grade-level assessments.

- Kindergarten will use the measures of Nonsense Word Fluency and Phoneme Segmentation.
- Grades 1 -2 will use the measure of Oral Reading Fluency.

Proficiency is defined as a student achieving five consecutive grade-level progress monitoring scores above the 30th percentile AND a screening score above the 25th percentile. If/when this occurs, a student may be eligible to exit their personal reading plan.

Educators must discuss the exit process and the details about what sorts of support and monitoring may need to stay in place temporarily after exiting a personal reading plan with families. Families and educators must reach an agreement.

Exiting a Personal Reading Plan - Grade 3

For grade 3, Wis. Stat. §§ 118.016 states that a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if parents/caregivers and the school agree the student has met the goals in the personal reading plan and the student scores at or above grade-level on the reading portion of the Wisconsin Forward exam in grade 3 (118.016(5)(d)). This is the only place Wis. Stat. §§ 118.016 details the completion of a personal reading plan