



Kimberly Area School District Early Literacy Remediation Plan

Kimberly Area School District's Early Literacy Support Process:

Literacy students in KASD will be strategic, independent problem solvers who understand the power of "yet".

Under the umbrella of the Wisconsin State Standards for English Language Arts, Kimberly uses a Balanced Literacy Framework side by side with the Really Great Reading phonics curriculum resource to provide high quality, science-based instruction that is aligned to Wisconsin Act 20.

Teachers in KASD are highly trained. In addition to their licensure, all Grade 5K-2 teachers are required to take the district's Early Literacy Training. As of January 2025, all 5K-Grade 3 teachers as well as administrators will have engaged in professional training on [LETRS](#).

Screening Assessment: All 4K-Grade 3 students are screened annually.

Statewide Fundamental Skills Screening Assessment (4K) in fall and spring.

[AIMSWeb Plus](#)

Testing Windows:

Statewide Reading Readiness Screener (5K-3) in fall, winter, and spring.

Fall: August 1 - November 30

Winter: December 1 - March 15

Spring: March 16- July 31

Diagnostic Assessments (see [recommended list](#) published by DPI by July 15, 2024)

5K-Grade 3 students who score below the 25th percentile on the screener or those recommended by a teacher will be administered a diagnostic assessment within 10 days.

Skill areas	Assessment
<ul style="list-style-type: none">• Oral reading fluency• Literal comprehension• Foundational reading skills• Phonological Awareness• Phonics• Word Recognition	KASD uses the Measure of Academic Progress (MAP) Reading Fluency Foundational Skills with Dyslexia assessment for grades 5K-3. This assessment is used for all students scoring below the 25th percentile on the screener, and all students of concern.

Parent/Caregiver Notifications
Reading Readiness Screener & Diagnostic Assessment
<p>In KASD School District, parents / caregivers can expect to receive a letter by United States mail that will be sent prior to the administration of the reading readiness screener (AIMSWeb Plus). This letter will explain the screener and will inform parents that any student scoring below the 25th percentile in any of the subtests within the screener will be automatically given a diagnostic assessment.</p> <p>Parents will be mailed screener results within 15 days of the scoring of the statewide early literacy screener. These reports will be sent after each administration of the screener. Please notify your child's teacher if you prefer to receive these communications in your home language.</p>
Diagnostic: Measure of Academic Progress (MAP) Reading Fluency Foundational Skills
<p>Within 10 days of a score below the 25th percentile on the reading readiness screener, or within 20 days of a parent or teacher request, a diagnostic assessment or assessments will be administered to identify the students' area of literacy need. For those students given the diagnostic assessment, parents and caregivers can expect to receive a letter with the results by United States mail following the assessment.</p>
Personal Reading Plans
<p>5K- Grade 2 students who score below the 25th percentile on the reading readiness screener will receive a personal reading plan. This plan will include:</p> <ul style="list-style-type: none"> • the student's area of need as identified by a diagnostic assessment • goals and benchmarks to measure a student's progress • the specific science-based early literacy programming the student will receive • strategies for caregivers to use at home. <p>We will provide a copy for families/caregivers to sign and return, and families/caregivers can expect to receive updates about the student's progress at least every 10 weeks.</p>
Summer Literacy Instruction
<p>Should a student be promoted to 4th grade without exiting the personal reading plan, we will provide them with the opportunity for intensive instructional services within a summer reading program each year until the student is able to meet grade-level proficiency according to the state summative assessment. The school will notify the families/caregivers by United States mail OR email, and include a description of the services and supports that will be provided.</p>

Kimberly Area School District's Early Literacy Instructional Evaluation Process
<p>KASD uses the Forward Exam along with the MAP Growth and MAP Fluency to annually determine the effectiveness of its early literacy instruction. From this program analysis, the district makes adjustments to its curriculum. This work is done by a literacy team that includes the district Literacy Specialist. as required by §118.015(2)(3)</p> <p>Each November, the comprehensive district assessment results are presented to the Board of Education for review.</p>

INTERVENTION

For students who score below the 25th percentile on any area of the screener, the state dictates that the student be given a Personal Reading Plan to support their area of need. The student will participate in a large group, small group, or individual intervention based on the severity of their needs. The type of intervention and the intensity with which it is administered will be determined by the school's Student Strategy Team (SST).

For students who are in need of minor or moderate support, interventions are selected by the classroom teacher and/or the Student Strategy Team (SST).

This may be in a large group, small group, or individual setting.

The teacher or team determines the area of need, the goal, the method of intervention, and the method of progress monitoring.

Below is the list of **primary** Interventions* for students in need of intensive support. This is not an exhaustive list.

Area of need	Intervention	How might progress be monitored weekly?	Frequency and duration.	Science-Based Efficacy (ies.gov)
Decoding, Fluency, Reading Comprehension, Oral Language, Listening Comprehension, Writing	Early Reading Empowerment + LETRS	Running records; AIMS Web	30 minutes a day for up to 18 weeks. Small group or individual.	Tier 3: Alphabets, Comprehension, Achievement & Fluency
Decoding, Fluency, Oral language, Writing	Leveled Literacy Intervention	AIMS Web	Varies depending on level. Generally 30 minutes, 5 times a week. Small group or individual.	Tier 1: Achievement Tier 3: Fluency
Decoding, Fluency	Wilson Reading	AIMS Web	20-30 minutes, 3-4 times a week. Small group or individual.	Tier 3: Alphabets

Any	Tutoring	AIMS Web	20-30 minutes, 3-4 times a week around a specific skill. Small group or individual.	Tier 3: Alphabetics, Achievement Tier 1: Fluency
Any	Small Group	AIMS Web	Students with similar needs may be grouped and given additional practice and/or reteaching.	Hattie Effect Size
Any	Whole Group	AIMS Web	When a high percentage of the entire class shows the same need, the class will be given additional practice and/or reteaching.	Hattie Effect Size

[Link the the Wisconsin Standards for English Language Arts](#)

[Link to the Wisconsin Dyslexia Guidebook](#)

[Link to the Wisconsin Reads Page \(Act 20\)](#)

** 1) an intervention that includes explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the area of deficit that targets the specific needs of the pupil without presuming prior skills or knowledge of the student. 2) Individualized instruction to meet the specific needs of a pupil in a setting that uses intensive highly concentrated instruction methods and materials that maximize pupil engagement. 3) Instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and pupil practice (WI Act 20, Section 16, 2023).*