

Updated April 2025

Colby School District K-3 Early Literacy Remediation Plan

Purpose of Plan

To ensure :

All students meet essential literacy standards

All students have appropriate opportunities for instruction and growth

Staff have training and tools they require to provide literacy instruction

Core Literacy Instruction

Students in grades 4K-3 in the Colby School District will receive instruction using the Amplify Core Knowledge Language Arts Program (CKLA) . This program includes all components of a structured literacy curriculum and is compliant with Act 20.

- [Act 20](#):
 - [WI Act 20 FAQ](#)
 - Act 20 states that all Wisconsin schools are required to provide science-based early literacy instruction in both universal and intervention settings. Science-based early literacy instruction is defined as the following.
Instruction that is systematic and explicit and consists of all the following:
 - Phonological awareness
 - Phonemic awareness

- Phonics
- Building background knowledge
- Oral language development
- Vocabulary building
- Instruction in writing
- Instruction in comprehension
- Reading fluency

Our school teaches a structured literacy curriculum.

[Wisconsin Standards for English Language Arts](#)

[Colby School District Essential Standards](#)

Assessment System

Per Act 20, students in grades PreK-3rd grade are assessed using a statewide reading readiness assessment, AimswebPlus, beginning, middle, and end of the year, *PreK is beginning and end of year*. In **grade 4K**, students are assessed on **phonemic awareness and letter sound knowledge**; in **grades 5K-3rd grades**, students are assessed on **phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, and oral vocabulary**. Districts are required to notify families with results no later than 15 days after assessment is completed.

Remediation System

- Students who meet benchmarks are provided with grade level instruction or enrichment.
- Students who score in the 26-49% receive differentiated instruction within core.
- Students who score at or below the 25% will receive:
 - Diagnostic testing
 - A Personal Reading Plan
 - Weekly Progress Monitoring

A child scoring in the 25%tile and below will be given a **diagnostic assessment** within 10 days of the universal screener and no later than the 2nd Friday of November. The diagnostic assessment must include an evaluation of **rapid naming, phonological awareness, word recognition, spelling, vocabulary, listening comprehension, and, when developmentally appropriate, oral reading fluency and reading comprehension**. The results of the diagnostic assessment is also required to be communicated with families

- In 5K, a student is at-risk if their Early Literacy composite score (comprised on letter naming fluency and letter word sounds fluency) is below the 25th percentile
- In grades 1 - 3, a student is at risk if their oral reading fluency subtest score is below the 25th percentile.

The district will create a personal reading plan for the pupil that includes at least all of the following:

- a. The pupil's specific early literacy skill deficiencies, as identified by the applicable assessment.
 - b. Goals and benchmarks for the pupil's progress toward grade-level literacy skills.
 - c. How the pupil's progress will be monitored.
 - d. A description of the interventions and any additional instructional services that will be provided to the pupil to address the pupil's early literacy skill deficiencies.
 - e. The programming using science-based early reading instruction, as defined in s. 118.015 (1c) (b), that the pupil's teacher will use to provide reading instruction to the pupil, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - f. Strategies the pupil's parent is encouraged to use to help the pupil achieve grade-level literacy skills.
 - g. Any additional services available and appropriate to accelerate the pupil's early literacy skill development.
2. Provide the interventions described in the pupil's personal reading plan to the pupil, as soon as practicable.
 3. Monitor the pupil's progress at least weekly using the method described in the pupil's personal reading plan to determine whether the pupil demonstrates an inadequate rate of progress.
 4. Provide a copy of the pupil's personal reading plan to the pupil's parent and obtain a copy of the pupil's personal reading plan signed by the pupil's parent.
 5. After providing the interventions described in the pupil's personal reading plan to the pupil for 10 weeks, notify the pupil's parent of the pupil's progress, as determined under the pupil's personal reading plan.

	Assessments	Instructional Programs	Progress Monitoring	Diagnostic
	<p>Fall -September Winter - January Spring - April</p> <p>Parent Notification of results - within 15 days of testing.</p> <p>Diagnostic Testing within 10 days for students below the 25 percentile.</p>	Core and Intervention	<ul style="list-style-type: none"> ● 5K, nonsense word fluency and phoneme segmentation ● grades 1-3, oral reading fluency 	<ul style="list-style-type: none"> ● Parents will be notified of Diagnostic Results within 15 days of testing. ● Progress Monitoring will be done weekly for students on reading plans. ● Data will be reviewed on a 6-8 week cycle during PLC time.

Phonemic Awareness	Universal: AimswebPlus <ul style="list-style-type: none"> ● Initial Sounds (K) ● Letter Word Sound Fluency(K) ● Phoneme Segmentation (1 Fall) 	Intervention: Heggerty Sound Awareness (Americorps) FastBridge Kilpatrick	Progress Monitoring: Phoneme Segmentation (K)	Diagnostic: Aimsweb Plus <ul style="list-style-type: none"> ● Phoneme Segmentation ● Letter Word Sound Fluency Other: <ul style="list-style-type: none"> ● PASS ● PAST
Decoding Skills - Phonics	Universal: Aimsweb+ <ul style="list-style-type: none"> ● Letter Naming Fluency (K) ● Letter Word Sound Fluency (K and 1 Fall) ● Oral Reading Fluency (1-3) 	Intervention: UFLI Blending Words (Americorps) Blevins Phonics FastBridge System 44 Sonday System Rime Magic (3-5) Reading Eggs Word Connections (Open Resource)	Progress Monitoring: Nonsense Word Fluency (K) Oral Reading Fluency (1-3)	Diagnostic: Core Literacy FastBridge <ul style="list-style-type: none"> ● Decodable Words Aimsweb <ul style="list-style-type: none"> ● Letter Sound Knowledge ● Alphabet Knowledge/ Letter Naming ● Spelling ● Family History Survey ● Rapid Naming

Spelling	Universal CKLA Instruction and Assessment			AimswwebPlus <ul style="list-style-type: none"> • Spelling
Vocabulary	Universal: Aimswweb Plus <ul style="list-style-type: none"> • Auditory Vocabulary (K-1) • Vocabulary (2-3) 	Words Their Way My World		AimswwebPlus <ul style="list-style-type: none"> • Listening Comprehension
Fluency	Universal: Fastbridge AimswwebPlus <ul style="list-style-type: none"> • Oral Reading Fluency (1-3) 	Intervention: CKLA Boost FastBridge *Repeated Reading Read Naturally Connected Text Interventions (Americorps)	Progress Monitoring: Oral Reading Fluency (1-3)	Fastbridge <ul style="list-style-type: none"> • Test of Sight Words AimswwebPlus <ul style="list-style-type: none"> • Oral Reading Fluency • Word Reading Fluency
Vocabulary	Universal: Aimswweb+ <ul style="list-style-type: none"> • Auditory 	Intervention: FastBridge Our World		Diagnostic: Aimswweb+ <ul style="list-style-type: none"> • Auditory

	Vocabulary (K-1) <ul style="list-style-type: none"> • Vocabulary (2-3) 	Words Their Way		Vocabulary
Comprehension	Universal: Aimsworld Plus Comp <ul style="list-style-type: none"> • Reading Comprehension (2-3) 	Intervention: Visualizing and Verbalizing FastBridge Project Criss Soar to Success Guided Reading		Diagnostic: FastBridge <ul style="list-style-type: none"> • compefficiency Aimsworld Plus <ul style="list-style-type: none"> • Comp MAZE Passages
Dyslexia Resources	Universal Screening Fall -September Winter - January Spring - April/May Parent Notification - within 15 days of testing. Diagnostic Testing within 10 days for students below the 25 percentile. Parent request:	Heggerty Blevins Phonics FastBridge Sonday System *incorporating multisensory instruction		Aimsworld + <ul style="list-style-type: none"> • Initial Sounds • Phoneme Segmentation • Letter Naming Fluency • Letter Word Sound Fluency • RAN Additional assessments for 1st grade and higher: <ul style="list-style-type: none"> • Word Reading Fluency/NWF • Oral Vocabulary

				<ul style="list-style-type: none"> • Oral Reading Fluency • Reading Comprehension
<p>English Language Learners</p> <p>All ELL students will have an Individual Language Plan.</p>	<p>Universal Screening: Fall -September Winter - January Spring - April/May</p> <p>*Newcomers (Students who have been in the country for less than 1 year) may be excused from the first assessment window as they transition into our school system.</p> <p>Students with a level 1 access score may be tested in both English and spanish.</p> <p>Parent Notification -</p>	<p>Resources in addition to those listed above:</p> <p>Our World UFLI Words Their Way Reading Eggs Explode the Code</p>		<p>Assessments in addition to those listed above:</p> <p>WIDA Screener (K and newcomers) ACCESS</p>

	<p>within 15 days of testing.</p> <p>Diagnostic Testing within 10 days for students below the 25 percentile.</p>			
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Further Resources

<https://dpi.wi.gov/reading/dyslexiaguidebook>

Summary of the dyslexia guidebook:

https://dpi.wi.gov/sites/default/files/imce/reading/Guidebook_-_Summary.pdf