

Section 1: Introduction

River Ridge School District's Early Literacy Remediation Plan

November 2024

District Mission Statement

The River Ridge School District will strive to provide a safe, challenging environment for each individual student by promoting excellent staff development, encouraging meaningful parent involvement, and earning strong community support through honesty, integrity and open communication.

Early Literacy Vision

Our vision is to cultivate a community of lifelong readers and confident learners by fostering a love for literacy from the earliest years. We strive to empower every elementary student with strong foundational reading, writing, and communication skills, ensuring they have the tools to explore, comprehend, and engage with the world around them.

Early Literacy Mission

Our mission is to provide a supportive, engaging, and literacy-rich environment where all elementary students develop essential reading and writing skills. Through evidence-based instruction, meaningful experiences, and a focus on phonics, fluency, vocabulary, and comprehension, we aim to nurture curiosity, creativity, and critical thinking. We are committed to partnering with families, educators, and the community to create a strong foundation for academic success and lifelong learning.

Universal Approach to High-Quality Instruction

Links to 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](#)

Into Reading is a science-based early reading curriculum that utilizes evidence-based methods grounded in the "Science of Reading" to teach young children how to read. Into Reading utilizes a range of evidence-based instructional practices, including explicit phonics instruction, systematic vocabulary development, fluency practice, comprehension strategies, and differentiated instruction, all aimed at engaging students through relevant texts, interactive activities, and scaffolding to support diverse learning needs while building strong reading skills across various levels through a universal approach to literacy.

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners	Parent/Caregiver Communication
<p>Statewide 4k Fundamental Skills Screening Assessment</p> <ul style="list-style-type: none"> ● Pearson aimswebPlus (phonemic awareness & letter-sound knowledge) ● Screening dates: <ul style="list-style-type: none"> ○ Fall - no more than 45 days into the school year. ○ Spring - on or before the 45th day prior to the last day of school 	<ul style="list-style-type: none"> ● Guardians can expect to receive a letter that will be sent within 15 days of the scoring of the statewide early literacy screener. ● Reports will be sent twice per year in the fall and spring. ● Please notify the school of your preferred language and mode of communication.
<p>Statewide 5k-3 Universal Screener</p> <ul style="list-style-type: none"> ● Pearson aimswebPlus (phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding & oral vocabulary) ● Screening dates: <ul style="list-style-type: none"> ○ Fall - no more than 45 days into the school year. ○ Mid-Year - Middle of the school year ○ Spring - on or before the 45th day prior to the last day of school 	<ul style="list-style-type: none"> ● Guardians can expect to receive a letter that will be sent within 15 days of the scoring of the statewide early literacy screener. ● Reports will be sent three times per year in the fall, winter and spring. ● Please notify the school of your preferred language and mode of communication.

Diagnostic Literacy Assessments

Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener or who are referred for additional testing by a teacher or parent/caregiver. Act 20 requires that a diagnostic assessment include all of the specific literacy subskills enumerated in Act 20 and meets the technical specifications in Act 20 (i.e., a sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure).

The following assessment may be used for the diagnostic assessments.

Assessment Name:

- aimswebPlus
- Cubed
- LETRS

Students will be assessed with the diagnostic within 10 days after the screener results are posted.

Guardians will receive notification within 15 days following the screener results.

Section 3: Student Supports

Interventions: The following evidence-based interventions provide explicit and systematic instruction and are available for students in need of additional support, including students with characteristics of dyslexia:

Intervention Resources	Monitoring of Progress
<ul style="list-style-type: none"> ● i-Ready ● RGR - Blast ● RGR - Boost ● IXL ● UFLI (University of Florida Literacy Institute) ● Read Naturally <p>Teachers are trained in the Science of Reading through either LETRS (Language Essentials for Teachers of Reading and Spelling) or Keys to Reading Success</p>	<p>The district monitors students' progress on a weekly basis using a battery of skill-specific probes, aligned with individual needs, including:</p> <ul style="list-style-type: none"> ● Letter Identification (Letter ID) ● Letter Sounds ● Nonsense Word Fluency (NWF) ● Word Segmenting ● Oral Reading Fluency (ORF) <p>The progress data collected during interventions is used as part of the district's MTSS (Multi-Tiered System of Supports) process to inform instruction, ensuring that each student receives the appropriate instruction based on their screening and diagnostic results</p>

Personal Reading Plans

Students in grades 5k through third grade, who score below the 25th percentile on the State of Wisconsin Early Literacy Screener, aimswebPlus, will receive a personalized reading plan.

This plan,(see link) [River Ridge Personal Reading Plan](#) includes:

- A description of the science-based early literacy programming
- Early literacy assessment data
- Overall early literacy analysis
- Student goals and support plan
- Additional services to accelerate early literacy skills
- Recommendations for culturally relevant early literacy learning
- Record of attendance and progress
- Record of communication with parent/caregiver(s)

The district will provide a copy of the plan to guardians no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by a parent or teacher.

Guardians will explicitly receive updates about the student's progress at least every 10 weeks.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

[Link to Dyslexia Information Guidebook](#)

Promotion Policy

Coming from the State of Wisconsin by July 1, 2025

Summer Reading Support

Students in 3rd grade and above who have not completed personal reading plans will be notified of an opportunity to participate in a reading intervention program. Students in grades kindergarten through 2nd grade will be offered to participate in RRSD summer school which may include additional intervention support.

Exit Criteria

Student's personal reading plans will be reviewed every 10 weeks of instruction and/or upon completion of interventions. Screener, diagnostic, and progress monitoring data will be reviewed by the student's Personal Reading Plan team, to determine if goals are met or not met and the next steps.

Parents/caregivers will be informed of the next steps and an updated signature will be obtained within 10 days of the updates.

Section 4: Family & Community Engagement

Family Notification Policy

Parents/caregivers will be sent the universal screener student report that will show assessment results within 15 days of scoring the screener. Early literacy skills measured are:

- Beginning sounds (4K, 5K)
- Identifying sounds in words (4K, 5K, 1st)
- Letter Naming (5K)
- Segmenting or breaking words into individual sounds (1st)
- Oral Vocabulary (5K, 1st)
- Oral Reading (1st, 2nd, 3rd)
- Reading Vocabulary (2nd, 3rd)

Family & Community Engagement Strategies

Parents/caregivers will be sent the universal screener student report that will show assessment results within 15 days of scoring the screener. Early literacy skills measured are:

- Beginning sounds (4K, 5K)
- Identifying sounds in words (4K, 5K, 1st)
- Letter Naming (5K)
- Segmenting or breaking words into individual sounds (1st)
- Oral Vocabulary (5K, 1st)
- Oral Reading (1st, 2nd, 3rd)
- Reading Vocabulary (2nd, 3rd)

Family Engagement Strategies

Families play a vital role as active partners and key collaborators in achieving literacy success for every learner.

The River Ridge School District engages families in multiple ways, including:

- **Title 1 Parent Meeting**
- **Encourage families to read together**
- **Parent-Teacher Conference**
- **Family Reading Night**
- **[Family History Survey](#)**

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

Using multiple assessment results (screeners, diagnostics, observations, grade level assessments, etc.), the district reading specialist along with literacy leaders will complete an annual evaluation of the district's early literacy curriculum. The assessment data will be used to see what areas of the literacy curriculum students are successfully mastering or developmentally appropriately progressing in. Results that show areas students are struggling in will be used to evaluate gaps or standards that the curriculum may not provide adequate instruction. That information will be used in decision-making regarding any supplemental instruction that is needed or if a new curriculum needs to be adopted.