School District of Arcadia
PK-3 Early Literacy Remediation Plan

Core Academic Programming

Amplify Core Knowledge Language Arts (CKLA) is used for fidelity in all classrooms in grades PK-2. Amplify CKLA sequences deep content knowledge 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. Benchmark Advance materials are utilized in Grade 3. It is aligned to the Science of Reading. The framework of *Benchmark Advance* reflects a comprehensive view of current and confirmed research into how children learn to read: the Science of Reading 360°. Scientific evidence from a spectrum of academic disciplines has informed the foundation of *Benchmark Advance*, as has the priority we place on integrated instruction and success for all learners.

The School District of Arcadia values continuous improvement in literacy practice. Each year the district and elementary school analyze both the screening assessment data, CKLA and Benchmark Advance assessment data, and Wisconsin Forward data to create literacy-based improvement plans for the upcoming year. Grade level teachers collaborate through Professional Learning Communities to analyze classroom assessment data to continually make improvements and adjustments to daily instruction. Also, instructional coaching is a part of our continuous improvement model to support all teachers with literacy and assessment practices.

Assessment

Screening

Students in the School District of Arcadia will be screened using AmswebPlus assessments. Students in grades PK-3 will be screened three times a year. Screening assessments identify students who may be at risk of not meeting core literacy skills/standards. Three benchmark assessment windows will take place during the school year including:

- Beginning of the Year (BOY) - September
- Middle of the Year (MOY) - December
- End of the Year (EOY) - March

The chart below shows the specific assessments that will be given in each grade level during the assessment window.

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
PreK	• Initial Sounds (IS)	• Initial Sounds (IS) • Letter Word Sounds Fluency (LWSF)	• Initial Sounds (IS) • Letter Word Sounds Fluency (LWSF)
Kindergarten	• Initial Sounds (IS) • Auditory Vocabulary (AV) • Letter Naming Fluency (LNF) • Letter Word Sounds Fluency (LWSF)	• Phonememe Segmentation (PS) • Auditory Vocabulary (AV) • Letter Naming Fluency (LNF) • Letter Word Sounds Fluency (LWSF) • Nonsense Word Fluency (NWF)	• Phonememe Segmentation (PS) • Auditory Vocabulary (AV) • Letter Naming Fluency (LNF) • Letter Word Sounds Fluency (LWSF) • Nonsense Word Fluency (NWF)
1st Grade	• Phoneme Segmentation (PS) • Auditory Vocabulary (AV) • Letter Word Sounds Fluency (LWSF) • Oral Reading Fluency (ORF) • Letter Naming Fluency (LNF) • Nonsense Word Fluency (NWF) • Word Reading Fluency(WRF)	• Auditory Vocabulary (AV) • Oral Reading Fluency (ORF) • Nonsense Word Fluency (NWF) • Word Reading Fluency(WRF)	• Auditory Vocabulary (AV) • Oral Reading Fluency (ORF) • Nonsense Word Fluency (NWF) • Word Reading Fluency(WRF)
2nd Grade	• Oral Reading Fluency	• Oral Reading Fluency	• Oral Reading Fluency

	(ORF) • Vocabulary (VO)	(ORF) • Vocabulary (VO)	(ORF) • Vocabulary (VO)
3rd Grade	• Oral Reading Fluency (ORF) • Vocabulary (VO)	• Oral Reading Fluency (ORF) • Vocabulary (VO)	• Oral Reading Fluency (ORF) • Vocabulary (VO)

Screening results are shared with guardians.

Diagnostic

Students who demonstrate a level of risk on the screening assessments, which is defined by scoring below the 25th percentile, receive further diagnostic assessments to pinpoint specific skill areas they are deficient in. Diagnostic assessments that are used include:

- AimswebPlus Assessments
- Core Phonics Diagnostics
- Heggerty Diagnostic Assessments

Diagnostic results are shared with guardians.

Personal Reading Plans (PRP) are created for all students who score below the 25th percentile. The PRPs will include 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
- A description of the classroom reading instruction programming
- Parent/guardian strategies for at-home practice

Intervention

The School District of Arcadia's MLSS (Multi-level System of Support) system includes a variety of interventions available based on student data and areas of need. Interventions are chosen by a team who analyzes data to ensure the intervention aligns to the student's personal reading plan. The elementary building has a minimum of a 30-minute intervention and enrichment time (WIN) built into each grade level's daily schedule to offer targeted intervention or enrichment support.

Each intervention is progress monitored using an appropriate monitoring tool based on the targeted area of intervention from aimswebPlus. This assessment is administered weekly to track progress and recorded in EduClimber. In addition, many interventions have additional assessments or monitoring tools that are a part of the intervention system to support tracking progress. This data is analyzed regularly by the Student Support Team (SST) to make instructional decisions for each student and to monitor growth and progress towards meeting each student's Personal Reading Plan goals.

Intervention Descriptions

Basic Reading	
95% Group	Explicit phonics-based instruction program with manipulatives at basic, advanced, and multi syllable levels.
REWARDS Intermediate	Decoding multisyllabic words, identifying and understanding prefixes and suffixes, building passage reading fluency, and building academic vocabulary.
Sonday 1	Structured, systematic, multisensory reading intervention for beginning readers
Sonday 2	Structured, systematic, multisensory reading invention for intermediate readers
Sound Partners	Explicit phonics-based program that provides instruction in early reading skills
S.P.I.R.E.	10-step lessons that include multisensory lessons for beginning and struggling readers
Stepping Stones to Literacy	Designed to promote listening, print conventions, phonological and phonemic awareness, and rapid naming skills
Words Their Way	Teaches students how to organize, analyze, and compare words and their features
Fluency	
HELPS	Fluency instruction that includes modeling, repeated reading, error correction, verbal cueing, and retell to check comprehension.

Six Minute Solution	Builds reading fluency in six minute per day through repeated reading techniques
Comprehension	
Corrective Reading Comprehension	Provides intensive and accelerated reading instruction focused on comprehension.
Reading Plus	Personalized practice with adaptive instruction to help students improve silent reading fluency and overall comprehension.

Parent Notification

Screener Results

Literacy screening assessment results will be communicated to parents no more than 15 days after the assessment is scored. The parent report will include:

- The student's overall score on the assessment
- The student's score in each early literacy skill category assessed by the assessment
- The student's percentile rank score on the assessment
- The definition of "at risk" and the score on the reading readiness assessment would indicate the student is "at risk".
- A parent-friendly description of the literacy skills the reading readiness assessment is designated to measure

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 screener and subsequent diagnostic assessments. Parents should expect the following communication from the school:

- A copy of their child's Personal Reading Plan will be sent home.
    - The parent will sign the copy to acknowledge that they understand the plan and at home strategies listed, and return to school.
- 10 Week Progress reports will be shared throughout the school year to demonstrate progress toward the goals listed on the Personal Reading Plan, possibly plan completion, and future steps including summer programming options.

Other

- Description of the common indicators and characteristics of dyslexia and information about interventions and accommodations for children with characteristics of dyslexia. Wisconsin Informational Guidebook for Dyslexia and Related Conditions).

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