



Pardeeville's Early Literacy Remediation Plan

Continuous Improvement

The School District of Pardeeville is committed to continuous improvement and providing the highest quality education to all students. We are also committed to using evidence-aligned reading instruction in our classrooms comprehensively and systematically to ensure that all students are prepared for college, career, and life by walking out of our schools as skilled readers.

[Versión en español de ELRP](#)

Universal Academic Programming

Universal instructional programming is what every student receives and learns each day in our classrooms. At the universal level, students in 4K-1st grade are provided systematic and explicit instruction in phonological and phonemic awareness using our [Heggerty Curriculum](#). Students in 4K-4 receive phonics instruction using [Foundations/Just Words Curriculum](#). We are also in the process of piloting two other core literacy resources that would strengthen our teaching of background knowledge, oral language development, vocabulary, writing, comprehension, and fluency. Instructional materials are aligned to the [Wisconsin Standards for English Language Arts\(2020\)](#).

In addition to our core instructional resources, all 4K-4 teachers and administrators at Pardeeville Elementary School are receiving training on the science of reading and literacy development through *Keys to Beginning Reading* in order to ensure all students receive the targeted instruction responsive to their individual learning needs. Our district goal is to ensure all teachers are equipped to meet the literacy needs of each and every learner.

If any families or other stakeholders have questions about this Plan, the District's overall approach to reading instruction in 4K through fourth grade, or the District's approach to literacy-related assessments and learning supports, please contact:

Andy Kohn
Elementary Principal
kohnan@pasdwi.org

Megan Smedema
District Reading Specialist
smedme@pasdwi.org

Early Literacy Assessment & Intervention Systems

In the School District of Pardeeville, we believe all students can learn the skills to be able to read successfully through quality instructional resources and teaching practices. Through our assessment and intervention process, we are working to ensure that any students having difficulty are quickly identified, their specific area of need is pinpointed, and appropriate supports are implemented so that students can make continuous progress toward reading proficiency.

Assessment

Reading Readiness Screener

5K-3 students will be assessed three times per year using the state's reading readiness screener: *aimswwebPlus*. 4K students will be assessed two times per year. Screening data will be used to identify students who may be at risk of not meeting grade-level standards. Three benchmark assessment windows will occur during the fall, winter, and spring, and this information will be communicated to parents/families at the start of each school year.

The chart below shows the specific *aimswwebPlus* assessments that will be given within each grade level.

***aimswwebPlus* Screening Assessments:**

Grade	<i>aimswwebPlus</i> Measure
4K	Initial Sounds Letter Word Sounds Fluency (Spring only)
Kindergarten	Initial Sounds Auditory Vocabulary Letter Naming Fluency Letter Word Sounds Fluency
1st Grade	Phoneme Segmentation (Fall only) Letter Word Sounds Fluency (Fall only) Auditory Vocabulary Oral Reading Fluency
2nd Grade	Oral Reading Fluency Vocabulary
3rd Grade	Oral Reading Fluency Vocabulary

Diagnostic Assessment

Students who are identified as at-risk based on the administration of reading readiness assessments (defined as below the 25th percentile) will receive further diagnostic assessments to pinpoint the specific skill areas that require additional instruction and support. We will utilize the diagnostic assessments listed below to determine appropriate supports for early literacy within the district:

- Additional *aimswebPlus* subtests (as needed)
- Additional assessment measures (as needed)

Additional Support

Students who score lower than the 25th percentile (nationally) and are given diagnostic assessments will also be discussed by grade-level teams. The team will review all of the data, align intervention supports to the student's needs, and create a Personal Reading Plan for each student. Pardeeville Elementary School has a 30-minute intervention and enrichment time built into each grade level's schedule to offer targeted intervention or enrichment support in addition to the universal classroom instruction.

Personal Reading Plan

The Personal Reading Plan will include the following:

- Specific early literacy skill needs 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
- This plan can exist concurrently with or without an Individualized Education Plan (IEP), Individualized Language Plan (ILP), or 504 Plan.

Intervention

The following interventions will be utilized to support students with identified reading needs or challenges, including those who exhibit characteristics of dyslexia. Teachers who use the following resources will be provided with materials and appropriate training

necessary to implement the research-based literacy intervention programming to fidelity. Literacy interventions will be based on individual student academic needs.

[Really Great Reading](#)

Really Great Reading explicitly teaches phonemic awareness, phonics concepts, fluency, and word attack skills. They also focus on reading accurately, which translates to better comprehension. The lessons are research-based and multisensory. *Really Great Reading* interventions utilized include: *Countdown*, *Blast*, *HD Word*, and *Boost*.

[PRESS](#)

PRESS provides skill-based, targeted interventions in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our data-driven process supports the systematic use of screening, diagnostic, and progress monitoring data to select appropriate interventions targeted to students' needs.

Progress Monitoring

Each student's Personal Reading Plan will include a plan to monitor progress based on the supports and/or interventions that the student is participating in. Student progress will be monitored once per week and will be communicated to parents/families after 10 weeks. The grade-level team will decide on the appropriate method of progress monitoring based on the targeted area of need. Progress monitoring assessments that will be used may include additional *aimswebPlus* progress monitoring measures.

Personal Reading Plan Exit Criteria

A student who has a Personal Reading Plan will be considered to have completed the plan if the parents/family and the school agree that the student has met the goals in the Personal Reading Plan.

Adequate progress for exiting a Personal Reading Plan will be based on the following categories:

5K - Nonsense Word Fluency and Phoneme Segmentation

1st/2nd - Oral Reading Fluency

3rd - Oral Reading Fluency and results of the Wisconsin Forward Exam

Coming Soon: Promotion Policy

Coming Soon: Summer Reading Programming Opportunities

Parent/Caregiver Communication and Notifications

Assessment Information

Reading readiness results will be communicated to parents/caregivers no later than 15 days after the administration of the reading readiness screener. The parent/caregiver report will include:

- A description of the literacy skills the reading readiness assessment is designated to measure
- 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 that would indicate the student is "at risk"
- Information about characteristics of dyslexia or related conditions
 - See the [WI Guidebook for Dyslexia and Related Conditions](#)

For any student who scores below the 25th percentile on the early literacy screener, the district will also provide an opportunity for the student's family to complete a family history survey that invites you to share about your family's history and/or experiences with reading and writing.

Parent-Requested Diagnostic Assessment

If a student scores above the 25th percentile on the early literacy screener and the parent/family has concerns about their performance, the parent/family or the student's teacher may request additional diagnostic literacy testing and complete a family history survey. Upon receiving a request, diagnostic assessment(s) would be administered within 20 days. Please note that the request is not a referral for special education, nor does it require a special education evaluation.

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

- Once diagnostic assessments are complete and a Personal Reading Plan is written, the parent will receive a copy of the plan to sign and acknowledge that they understand the goals of the plan.
 - A conference with the teacher may be offered to explain the components of the Personal Reading Plan, which includes strategies for home reading and/or support. Additional teachers may be invited to join the team meeting, if appropriate.
- A progress report will be shared after 10 weeks to communicate the student's progress toward the goals.
 - At any time a Personal Reading Plan is updated, parents will be notified and the parent will sign the updated plan to acknowledge the new goals/etc.
- An end-of-plan OR end-of-year report to show plan completion and/or future steps including options for summer programming and the next school year.

Ongoing Program Evaluation, Communication, and Feedback

Each year the district will analyze benchmark and curriculum early literacy assessment data as well as Wisconsin Forward Exam data to create literacy-based improvement plans for the upcoming year. This work is in alignment with our elementary building's Title I plan. Our district reading specialist works alongside the administrative team to annually evaluate our 4K-4 literacy curriculum, instruction, and professional learning needs to ensure all students make progress toward reading success.

We welcome your feedback about our building's early literacy goals. Families and community members are key partners in achieving the goal of literacy success for every learner.