

# Royall's Early Literacy Remediation Plan

## Continuous Improvement

The School District of Royall is committed to...**Reading Opens You up to A Lifetime of Learning.** We are committed to continuous improvement and providing the highest quality education to all students who walk through our doors. We also are 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.

## Core Academic Programming

Core instructional programming is what every student receives and learns each day in our classrooms. Students in grades K-3 receive instruction using Into Reading . These research-based resources provide the foundation for systematic and explicit instruction in phonological awareness, phonemic awareness, phonics, the building of background knowledge, oral language development, vocabulary, writing, comprehension, and fluency. Instructional materials are comprehensive and aligned to the Wisconsin Standards for English Language Arts(2020) across all ELA domains (foundational skills, reading, writing, language, speaking, and listening).

In addition to our core instructional resources, all 4K-6 teachers in the School District of Royall have received training on the science of reading and literacy development 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 kindergarten through third grade, or the District's approach to literacy-related assessments and learning supports, please contact:

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Elroy, WI 53929  
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## **Early Literacy Assessment & Intervention Systems**

In the School District of Royall, we believe all students can learn the skills to be able to read successfully through quality instructional resources and teaching practices. Through a robust assessment and intervention process, each school works 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

K-3 Students in the School District of Royall will be assessed three times per year using the state's reading readiness screener: aimswebPlus. 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 school year, including:

- Beginning of Year Window: 9/1-11/30
- Middle of Year Window: 12/1-3/15
- End of Year Window: 3/16-end of school year

The charts below show the specific aimswebPlus assessments that will be given in each grade level during the assessment window.

Administration	4K	Kindergarten	1st Grade	2nd Grade	3rd Grade
Beginning of Year (BOY)	<ul style="list-style-type: none"> <li>Initial Sounds (IS)</li> </ul>	<ul style="list-style-type: none"> <li>Initial Sounds (IS)</li> <li>Auditory Vocabulary (AV)</li> <li>Letter Naming Fluency (LNF)</li> <li>Letter Word Sound Fluency (LWSF)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Segmentation (PS)</li> <li>Auditory Vocabulary (AV)</li> <li>Letter Word Sounds Fluency (LWSF)</li> <li>Oral Reading Fluency (ORF)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary (VO)</li> <li>Oral Reading Fluency (ORF)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary (VO)</li> <li>Oral Reading Fluency (ORF)</li> </ul>
Middle of Year (MOY)		<ul style="list-style-type: none"> <li>Initial Sounds (IS)</li> <li>Auditory Vocabulary (AV)</li> <li>Letter Naming Fluency (LNF)</li> <li>Letter Word Sound Fluency (LWSF)</li> </ul>	<ul style="list-style-type: none"> <li>Auditory Vocabulary (AV)</li> <li>Oral Reading Fluency (ORF)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary (VO)</li> <li>Oral Reading Fluency (ORF)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary (VO)</li> <li>Oral Reading Fluency (ORF)</li> </ul>
End of Year (EOY)	<ul style="list-style-type: none"> <li>Initial Sounds (IS)</li> <li>Letter Word Sound Fluency (LWSF)</li> </ul>	<ul style="list-style-type: none"> <li>Initial Sounds (IS)</li> <li>Auditory Vocabulary (AV)</li> <li>Letter Naming Fluency (LNF)</li> <li>Letter Word Sound Fluency (LWSF)</li> </ul>	<ul style="list-style-type: none"> <li>Auditory Vocabulary (AV)</li> <li>Oral Reading Fluency (ORF)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary (VO)</li> <li>Oral Reading Fluency (ORF)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary (VO)</li> <li>Oral Reading Fluency (ORF)</li> </ul>

Please note that in grades K-1, students are administered a nationally normed composite based on the scores of each sub-test.

## **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. The School District of Royall will utilize the diagnostic assessments listed below to determine appropriate supports for early literacy within the district:

- Really Great Reading Surveys
- AIMSweb Plus

## **Additional Support**

Students who score lower than the 25th percentile (nationally) and are given diagnostic assessments will also be discussed by the building's Reading Team. The Reading Team is composed of, reading specialist, classroom teachers, special education teachers (as needed), speech and language pathologist (as needed), school counselor (as needed), director of pupil services (as needed), and any other staff members as appropriate. The team reviews all of the data, aligns intervention supports to the student's needs and creates a Personal Reading Plan for each student. All elementary buildings have a minimum of a 30 minute intervention and enrichment time built into each grade level's schedule to offer targeted intervention or enrichment support. All students continue to receive high-quality classroom instruction and support.

## **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 IEP or ILP

## **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.

# Royall Intervention and Assessment Chart

## 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 recorded in the District AimsWeb Folder. The Reading Team will decide on the appropriate method of progress monitoring based on the targeted area of need. Progress monitoring assessments that will be used include:

aimswebPlus:

- Initial Sounds
- Letter Naming Fluency
- Phoneme Segmentation Fluency
- Letter Word Sounds Fluency
- Word Reading Fluency
- Nonsense Word Fluency
- Oral Reading Fluency
- Silent Reading Fluency Gr 2-3 only
- Reading Comprehension Gr 2-3 only

## Personal Reading Plan Exit Criteria

A student who has a personal reading plan will be considered to have completed the plan if the family or caregivers 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 - Letter Naming Fluency and Letter Word Sound Fluency

1st - Oral Reading Fluency

2nd - Oral Reading Fluency

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

## Parent/Caregiver Communication and Notifications

### Assessment Information

Reading readiness and diagnostic assessment 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 is in the [WI Guidebook for Dyslexia and Related Conditions](#) posted on the Royall District website under the notifications tabs.

In connection with a diagnostic assessment, the district will also provide an opportunity for the student's family to complete a family history survey which will be included in the partners in learning compact to provide additional information about any history of learning difficulties in the student's family.

### Parent-Requested Diagnostic Assessment

If your child scores above the 25th percentile on the state reading readiness assessment and you have concerns about their performance, you or your child's teacher may request additional diagnostic literacy testing and complete a family history survey. Please note that the request is not a referral for special education, nor does it require a special education evaluation. If you believe that your child may have a disability that affects their ability to access, engage, and make progress in the general education curriculum, you can request a comprehensive evaluation. This request must be in writing and should include the reason(s) why you believe your child has a disability. The school will then conduct an evaluation to determine if your child is eligible for special education services.

## **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:

- 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 supports. Additional teachers may be invited to join the team meeting, if appropriate.
- Once the plan is complete, the parent will sign the plan to acknowledge that they understand the goals of the plan.
- A progress report will be shared after 9 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.

## **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 to Royall’s Early Literacy Plan and Title 1 support system. Our district reading specialist works alongside our Principal and Director of Special Education to annually evaluate our K-12 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. If you have suggestions or questions on our district’s Plan, please contact: Darcy Parrish.