



Rio Community School District Early Literacy Remediation Plan

Overview

It is the mission of the Rio Community School District to provide a healthy, safe and engaging environment in which each student participates in a high-quality education that he or she will use to grow as a person and become an active contributor to our community and the world.

- Students are provided grade-level instruction in literacy using our approved and comprehensive literacy resources.
- Targeted and flexible intervention blocks (WIN time) ensure there is dedicated time in the schedule during which students are flexibly grouped to receive remediation or enrichment.
- Each student is administered the state-determined reading readiness screener three times per year. One is administered in the fall, one in mid-year, and one in the spring. Parents/caregivers are notified of the assessment results.
- Students who score below the 25th percentile on this assessment will have additional assessments, referred to as diagnostic assessments, administered by a trained teacher. The purpose is to more specifically determine the literacy needs of the student. Parents/caregivers are notified of the assessment results.
- Personal Reading Plans will be developed for students receiving additional diagnostic assessment. This plan will include a student-specific goal, a progress monitoring plan, and an action plan. This plan may include research-based interventions for the student in addition to their grade-level core instruction. Like the assessment results, these plans will be communicated with parents/caregivers to create a partnership in the student's reading development.
- Students who, by the end of their third-grade year, do not complete their Personal Reading Plan and are performing below the 25th percentile, are recommended for a summer intervention program and also will be provided a continuing intervention plan for their 4th-grade school year.

Strategic Early Literacy Assessment System

Reading Readiness Screeners (4K-3)

The Wisconsin Department of Public Instruction selected aimswebPLUS as the reading readiness screener.

- *4K Fundamental Skills Screening Assessment (aimswebPLUS)*
 - phonemic awareness & letter-sound knowledge
 - Screening windows/dates:
 - Fall (August 1-November 30)
 - Spring (at least 45 days prior to the last day of school-NO LATER THAN April 22)
- *5K-3 Universal Screener (aimswebPLUS)*

- phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding & oral vocabulary
- Screening windows/dates:
 - Fall (August 1-November 30)
 - Winter (November 1-March 15)
 - Spring (at least 45 days prior to the last day of school-NO LATER THAN April 22)
- *Parent/Caregiver Communication*
 - Parents and caregivers can expect to be notified within 15 days of the scoring of the statewide early literacy screener.
 - Reports will be sent twice per year in the fall and spring for 4K screening. Reports will be sent three times per year- fall, winter, and spring for K-3 screening.
 - Please notify the school of your preferred language and mode of communication.

Diagnostic Assessments

Diagnostic assessments will be administered to K-3 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). Rio will administer aimswebPLUS subskill assessments to students who score below the 25th percentile on the reading readiness screener within 10 days of receiving screener results.

WI Act 20 Fundamental Skills	aimswebPlus Measure
Decoding Skills	Letter Word Sounds Fluency (K) Oral Reading Fluency (1-3)
Letter-Sound Knowledge	Letter Word Sounds Fluency
Phonemic Awareness	Initial Sounds (K) Phoneme Segmentation (1-3)
Vocabulary	Auditory Vocabulary (K-1) Vocabulary (2-3)
Oral Reading Fluency	Oral Reading Fluency (1-3)
Reading Comprehension	Reading Comprehension (2-3)
Alphabet Knowledge	Letter Naming Fluency
Phonological Awareness	Nonsense Word Fluency
Word Recognition	Word Reading Fluency
Spelling	Spelling
Listening Comprehension	Listening Comprehension
Rapid Automatic Naming	Letter Naming Fluency Number Naming Fluency RAN Objects RAN Colors & Shapes

Student Supports

Research-based support will be provided to students in need of additional support as determined by the screener and diagnostic assessment results. Rio Community Schools maintains a menu of reading interventions used in the Equitable Multi-Leveled Systems of Support (EMLSS) process. The personal reading plans will include interventions from this menu. Each intervention will be progress monitored using an appropriate monitoring tool from FastBridge (unless otherwise noted). This assessment will be administered weekly.

Personal Reading Plans

Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This 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 school will provide a copy to families/caregivers no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by parent/teacher. Families/caregivers can expect to receive updates about the student's progress at least every 10-12 weeks.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

Use this link to view the DPI guidebook: [Wisconsin's Informational Guidebook on Dyslexia and Related Conditions](#).

Promotion Policy

Information coming soon. Required by July 1, 2025.

Summer Reading Support

Reading Booster, offered during summer school, will be offered and suggested to all students in grades PK-3 scoring below the 25th percentile on the early literacy screener.

Exit Criteria

Exiting a student from a personal reading plan (PRP) is a decision based on multiple data sources and involves collaboration among educators and parents/caregivers.

Family and Community Engagement

Family Notification Policy

Information coming soon.

Family and Community Engagement Strategies

Families and communities are active partners and key collaborators in achieving the goal of literacy success for every learner. Provide a narrative here or insert a link to this information.

- Regular communication between classroom teachers and families regarding literacy instruction and student achievement
- Family Engagement Night (at least one each school year)
- Early Learning family days approximately once a month
- Field trips
- Community involvement to include but not limited to:
 - visits to Rio Public Library
 - classroom guests and speakers

Strategic Use of Data

Early Literacy Instructional Evaluation Process

Screening and diagnostic assessment data will be used to evaluate early literacy instruction. Multiple sources of data will be used to create a holistic picture of students' literacy strengths and opportunities for growth. The reading specialist will complete an annual evaluation of the comprehensive literacy curriculum.

