

# Riverdale School District's Early Literacy Remediation Plan

## Section 1: Introduction

**Publication date:** November 2024, *Updated March 2026*

### **District Vision:**

Educate: Empower, Engage, Evolve

### **District Mission:**

Our mission is to develop students with a strong academic foundation and compassion for others.

### **Early literacy vision and mission:**

Our vision is to empower all students with critical literacy skills by establishing collective efficacy and meaningful relationship building.

Our mission is to provide all students with the strategies necessary for building their reading capacity. We believe literacy is the foundation for learning and is accomplished through a community of learners who engage in authentic reading, writing, speaking, listening, and authentic hands-on experiences.

### **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](#)

Riverdale School District's approach to literacy is centered on ensuring that every student, regardless of background, language, or cultural identity, has access to high-quality, evidence-based instruction. We provide systematic, explicit science-based early reading instruction that fosters lifelong literacy skills.

Our instructional framework includes expectations that guide curriculum, instruction, assessment, and learning climate. It combines the specific expectations for how students learn, with specific strategies and practices to guide teaching and assessment. This also includes equitable multi-level systems of support (EMLSS), data-driven instruction, instructional expectations, professional development, lesson design, and teacher collaboration in professional learning communities (PLCs).

## Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners	Parent/Caregiver Communication
<p><b>Statewide 4K Fundamental Skills Screening Assessment:</b></p> <p><b>Assessment Name:</b>  <i>Pearson aimswebPLUS</i></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Letter-Sound Knowledge</li> </ul> <p><b>Screening windows/dates:</b></p> <ul style="list-style-type: none"> <li>• <b>Fall</b> (August 1 - October 24)</li> <li>• <b>Winter</b> (December 1- January 30)</li> <li>• <b>Spring</b> (March 16 - May 8)</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and caregivers can expect to receive a letter by email that will be sent within 15 days of the scoring of the statewide early literacy screener.</li> <li>• Reports will be sent twice per year in the fall and spring.</li> <li>• Please notify the school of your preferred language and mode of communication.</li> </ul>
<p><b>Statewide 5K-3 Universal Screener:</b></p> <p><b>Assessment Name:</b>  <i>Pearson aimswebPLUS</i></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Letter-Sound Knowledge</li> <li>• Alphabetic Knowledge</li> <li>• Decoding</li> <li>• Oral Vocabulary</li> </ul> <p><b>Screening windows/dates:</b></p> <ul style="list-style-type: none"> <li>• Fall (September)</li> <li>• Winter (January)</li> <li>• Spring (April)</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and caregivers can expect to receive a letter by email that will be sent within 15 days of the scoring of the statewide early literacy screener.</li> <li>• Reports will be sent three times per year- fall, winter, and spring.</li> </ul>

## 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.

**Assessment Name:**  
iReady Reading Diagnostic  
Other Assessments, such as AimswebPlus, etc. (if applicable)

## Section 3: Student Reports

**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:

- Really Great Reading Intervention Programs - *Countdown, Blast, HD Word*
- iReady Personalized Instruction Pathway
- Spire
- Sound Partners
- Rewards

### Progress Monitoring:

- Using aimswebPLUS, progress monitoring will be completed on a weekly basis for 10 weeks measuring skills identified in PRP.

## Personal Reading Plans

Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan (see link) 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 (after Fall Screening) or within 10 days of a subsequent screener or diagnostic assessment (Fall, Winter, or Spring Screening).

Families/caregivers can expect to receive updates about the student's progress at least every 10 weeks until goals are met.

### *Wisconsin's Informational Guidebook on Dyslexia and Related Conditions*

[Wisconsin's Informational Guidebook on Dyslexia and Related Conditions](#)

### Promotion Policy

[THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS](#) - Policy 5411

### Summer Reading Support

Summer school programs will be made available and recommended to students in need of continued reading support. Information will be sent to parents and caregivers in May of the current school year.

## Exit Criteria

Exiting a personal reading plan will be indicated by meeting the goals outlined in the personal reading plan, demonstrating adequate progress in grade-specific skill assessments, demonstrating proficiency in classroom work, and/or demonstrating grade level proficiency on state screening summative assessments. Care will be given to assist students transitioning away from a reading plan. Students' reading skills will continue to be monitored through district wide assessments to ensure that grade level literacy skills are maintained.

## 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 and Community Engagement Strategies

Families and communities are active partners as key collaborators in achieving the goal of literacy success for every learner. Riverdale School District includes families/communities in multiple ways:

- Family/Educator Conferences (Twice a year)
- Parent/Family/Community Volunteers
- Fine Arts Night
- Family Reading Night
- Family STREAM Night

## 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.