

# WINSKILL ELEMENTARY

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Lancaster School District  
Early Literacy Remediation Plan  
2024-2025 Implementation (Grades 5K-3)  
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## SECTION 1: Introduction

### District-Wide Vision and Mission

#### LANCASTER SCHOOLS' DISTRICT VISION STATEMENT

We strive to create high levels of learning in a welcoming, collaborative environment that nurtures personalized success for all Flying Arrows.

#### LANCASTER SCHOOLS' DISTRICT MISSION STATEMENTS

##### Welcoming -

We stand to provide a safe, inviting, and supportive environment.

##### Collaborative -

Collaborative - We stand to build relationships that focus on a shared responsibility for continuous school improvement.

##### Personalized Success and High Levels of Learning -

We stand to support individual growth with high expectations to develop lifelong learners.

## EARLY LITERACY VISION AND MISSION

Our vision is to empower every student with the critical literacy skills necessary for academic success and lifelong learning. This is achieved through fostering a culture of collective efficacy among educators, meaningful relationship-building with students and families, and a shared commitment to excellence in early literacy instruction.

Our mission is to provide every student with the tools and strategies they need to become proficient readers and confident learners. We believe that literacy is the cornerstone of all education and should be nurtured through a comprehensive approach that emphasizes reading, writing, speaking, listening, and active, hands-on learning experiences.

## UNIVERSAL APPROACH TO HIGH-QUALITY INSTRUCTION

- [Wisconsin Standards for English Language Arts, DPI 2020](#)
- [Wisconsin Essential Elements for English Language Arts, DPI 2020](#)
- [Wisconsin Model Early Learning Standards Fifth Edition](#)
- [The 2020 Edition/WIDA](#)

## LANCASTER SCHOOL DISTRICT'S APPROACH TO EARLY LITERACY APPROACH

The Lancaster Community School District is dedicated to fostering high levels of learning for every student, with a particular focus on ensuring all students achieve reading proficiency at or above grade level. Below is an overview of our process to support literacy development for students in grades 5K-3. Our approach emphasizes equitable access to high-quality, grade-level instruction and incorporates explicit, science-based early reading practices that meet the diverse needs of our students, regardless of their background, language, or cultural identity.

Our instructional framework establishes clear expectations that shape curriculum, instruction, assessment, and the overall learning environment. It integrates guidelines for student learning with targeted strategies and practices to support effective teaching and assessment. Key components include equitable multi-tiered systems of support (MTSS), data-driven instruction, defined instructional standards, ongoing professional development, intentional lesson design, and collaborative teacher efforts through professional learning communities (PLCs).

- Students are provided grade-level instruction in literacy using approved literacy resources. The grade level teacher(s) provide additional instruction for students who are not meeting essential learning in any given unit.
- 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. Guardians are notified of the assessment results.
- Students who score below the 25th percentile on this assessment will have additional assessments administered, referred to as diagnostic assessments, by a qualified reading teacher. The purpose is to more specifically determine the literacy needs of the student. Guardians are notified of the assessment results.
- Students who end up being identified as needing a Tier 2 or Tier 3 intervention will have a Personal Reading Plan developed. This plan will be developed by a qualified reading teacher through collaboration. This plan will include a student-specific goal, a progress monitoring plan, and an action plan. This plan will include research-based interventions for the student in addition to their daily grade-level instruction.
- Students who, by the end of their third-grade year, do not complete their personal learning plan and are performing below the 25th percentile, will be recommended for a summer intervention program, which will be a part of summer school. Tier 2 and Tier 3 interventions continue after 3rd grade.

## 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>● Fall</li> <li>● Winter</li> <li>● Spring</li> </ul>	<ul style="list-style-type: none"> <li>● Parents and caregivers can expect to receive a letter 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</li> <li>● Winter</li> <li>● Spring</li> </ul>	<ul style="list-style-type: none"> <li>● Parents and caregivers can expect to receive a letter 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> <li>● Please notify the school of your preferred language and mode of communication.</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. 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).

Assessment title(s)	Assessment description	Skill area(s)	Technical Specifications
FastBridge Early Reading	A set of individually administered, criterion-referenced assessments designed to measure early literacy skills in kindergarten and first-grade students. It helps identify students at risk for reading	<ul style="list-style-type: none"> <li>-Letter Naming Fluency (LNF)</li> <li>-Letter Sound Fluency (LSF)</li> <li>-Onset Sounds</li> <li>-Word Segmenting</li> <li>-Decodable Words</li> <li>-Nonsense Word Fluency (NWF)</li> </ul>	<p><b>Format:</b> One-on-one administration</p> <p><b>Administration Time:</b> 1–5 minutes per subtest</p> <p><b>Scoring:</b> Automatic scoring via FastBridge system</p>

	difficulties and monitors progress over time.	-Sight Words -Sentence Reading	<b>Norms:</b> Nationally normed; percentile ranks and risk-level classifications available  <b>Reliability &amp; Validity:</b> Established through research studies aligned with early literacy development
Fastbridge aReading	A computer-adaptive, norm-referenced screening assessment that measures broad reading skills. It is used for universal screening in grades K-12 and identifies students needing additional reading support.	-Concepts of Print -Phonological Awareness -Phonics and Decoding -Vocabulary -Comprehension	<b>Format:</b> Computer-adaptive, multiple-choice  <b>Administration Time:</b> 15–30 minutes  <b>Scoring:</b> Automatically scored with immediate results  <b>Norms:</b> Nationally normed with percentile ranks and benchmark classifications  <b>Reliability &amp; Validity:</b> High reliability and validity, correlates with other reading assessments
FastBridge CBM (Curriculum-Based Measurement) Reading	A one-minute, individually administered oral reading fluency (ORF) assessment that measures how accurately and fluently students read grade-level passages. It is used for screening and progress monitoring.	-Oral Reading Fluency (Words Correct Per Minute - WCPM) -Accuracy -Prosody (optional qualitative measure)	<b>Format:</b> One-on-one administration  <b>Administration Time:</b> 1 minute  <b>Scoring:</b> Manually scored (or via FastBridge's online system)  <b>Norms:</b> National norms available; WCPM benchmarks used for risk-level determination  <b>Reliability &amp; Validity:</b> Strong predictive validity for reading proficiency

## 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:

- *SPIRE*
- *Sounds Sensible*
- *UFLI* (University of Florida Literacy Institute)
- *Sonday LPL* (Literacy Program for Learning)
- *Sonday System 1*
- *Sonday System 2*

Teachers are trained in the *Science of Reading* through either *LETRS* (Language Essentials for Teachers of Reading and Spelling) or *Keys to Reading Success*. Additionally, educators are trained in *Orton-Gillingham*, an approach that provides explicit, multisensory phonics instruction.

### Monitoring Pupil Progress:

The district monitors students' progress on a weekly basis using a battery of skill-specific probes, aligned with individual needs, including:

- *Letter Identification (Letter ID)*
- *Letter Sounds*
- *Nonsense Word Fluency (NWF)*
- *Word Segmenting*
- *Oral Reading Fluency (ORF)*

The progress data collected during interventions is used as part of the district's *MTSS* (Multi-Tiered System of Supports) process to inform instruction, ensuring that each student receives the appropriate instruction based on their screening and diagnostic results. The teachers meet every 6 weeks to discuss the instruction of students.

## Personal Reading Plans

Students who are identified as needing a Tier 2 or Tier 3 intervention will receive a personalized reading plan.

This plan (see link) [Personal Reading Plan Grades 5K-3](#) 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
- 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 6 weeks until goals are met.

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

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

## Summer Reading Support

Summer school programs will be made available and recommended to students in need of continued reading support.

### Exit Criteria

Exiting a personal reading plan will be determined based on the successful achievement of the goals outlined in the plan. This includes demonstrating adequate progress on grade-specific skill assessments, achieving proficiency in classroom performance, and/or attaining grade-level proficiency as measured by state screening and summative assessments.

Careful attention will be given to support students transitioning out of a reading plan to ensure a seamless shift. Even after exiting, students' reading skills will continue to be monitored through district-wide assessments to confirm that grade-level literacy proficiency is sustained.

## Section 4: Family and Community Engagement Strategies

### 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 Engagement Strategies

Families and communities play a vital role as active partners and key collaborators in achieving literacy success for every learner. The Lancaster School District engages families and communities in a variety of meaningful ways, including:

- Title 1 Parent Meeting
- Parent/Family/Community Volunteers
- Parent-Teacher Conferences (Twice a year)
- Family Reading Night
- [Family History Survey](#)
- [Parent/Caregiver Reading Strategies Grades K-3](#)

## Section 5: Strategic Use of Data

### Early Literacy Instructional Evaluation Process

The district reading specialist, in collaboration with literacy leaders, will undertake a thorough annual evaluation of the district's early literacy curriculum. This process will be informed by a robust analysis of multiple assessment measures, including screening tools, diagnostic evaluations, classroom observations, and grade-level performance assessments. By synthesizing these data points, the team will identify areas where students are achieving mastery or demonstrating developmentally appropriate growth, reflecting the strengths of the current curriculum.

Simultaneously, the analysis will uncover trends in areas where students may be struggling, highlighting potential instructional gaps or unmet standards within the curriculum framework. These insights will guide a detailed review of instructional content, pacing, and alignment to developmental benchmarks and state standards.

The evaluation will serve as a foundation for strategic decision-making. If gaps or deficiencies are identified, the findings will inform targeted actions, such as integrating supplemental instructional resources or professional development for educators to address specific needs. In cases where the curriculum does not adequately support student progress, recommendations for adopting or adapting a new curriculum will be explored to ensure equitable and effective literacy instruction across the district.