



Stanley-Boyd Elementary School

Early Literacy Remediation Plan (K-3)

Stanley-Boyd Elementary School is committed to helping all students read at or above grade level. This plan includes assessments that will be used for universal and diagnostic screening, a description of the interventions implemented, an explanation of how progress is monitored during these interventions, and how the assessment results will help monitor literacy instruction relation to the new Act 20 law. Lastly, there will be information on how parents will be informed in the literacy process.

Curriculum and Instruction:

Act 20 states as follows: Schools in Wisconsin are required to provide science-based early literacy instruction.

Science-based instruction is defined as systematic and explicit instruction in all of the following areas: phonological awareness, phonemic awareness, phonics, building background knowledge, oral language development, vocabulary building, instruction in writing, instruction in comprehension, and reading fluency.

Schools are not required to change their curriculum or resources under Act 20. Act 20 does require schools to implement science-based early literacy instruction. Science based early literacy instruction is defined as systematic and explicit literacy instruction that includes:

- Phonological Awareness
- Phonemic Awareness
- Phonics
- Building background knowledge
- Oral language development
- Vocabulary
- Writing
- Comprehension
- Fluency

At Stanley-Boyd Elementary, teachers use the Wonders reading program along with Heggerty for daily instruction to help build our students phonemic awareness and reading skills.

Curriculum, Instruction, and Data Review

Teachers in grades K-3 at Stanley-Boyd Elementary will review our current curricular resources and others recommended by the state to help meet Act 20's requirements and to help meet the needs of our students. The teachers will also analyze student data and the instructional strategies throughout the year.

Assessments:

Reading Readiness Screener (4K-3)

Students in grades 4K-3 will take the aimswebPlus literacy readiness assessment. 4K students will take the assessment in Fall and Spring. Students in grades K-3 will take the assessment three times a year. The three assessment windows will take place during the school year during the times below.

1. Beginning of the Year within the first 45 days of school - **September - October**
2. Middle of the Year - **December-January**
3. End of the Year within the last 45 days of the school year - **April - May**

Diagnostic Assessments

In K, a student is at risk if their Early Literacy composite score (comprised of letter naming fluency and letter word sounds fluency) is below the 25th percentile.

In grades 1-3, a student is at risk if their oral reading fluency subtest score is below the 25th percentile.

Additional Support

Personal Reading Plans (K-3)

Data from literacy assessments is used by teachers and student support teams. Teachers will use the data to help drive their future instruction and classroom interventions. Support teams use the data specifically to develop a plan for intervention that aligns to the students needs. Plans will then be shared with parents/guardians. Students will also continue to receive quality instruction and support in their classroom. Items included in the reading plan are listed below.

- Specific early literacy skill deficiencies 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
- Parent/guardian strategies for at-home practice

Parents should expect the following communication from the school:

- A conference with the teacher/team will be offered to explain the components of the Personal Reading Plan, which includes strategies for home reading.
 - Once the plan is complete, the parent will sign the plan to acknowledge that they understand the plan.
- Student progress will be reported at least one time per quarter to keep parents up-to-date on progress.
 - The parent will acknowledge they received and read over the progress report.
- An end-of-the-year report to show plan completion and/or future steps.

Interventions:

Several interventions are used at Stanley-Boyd Elementary School in response to students needing interventions. Below is a list with a brief description of the interventions that are used in our response in the intervention process.

- EBLI-(Evidence-Based Literacy Instruction) is a systematic, "speech-to-print" literacy methodology designed to teach individuals of all ages and abilities to read, write, and spell. It bridges the Science of Reading theory to classroom practice by focusing on explicit phonics, phonemic awareness, fluency, vocabulary, and comprehension.
- UFLI-It is a research-backed program (rooted in the "Science of Reading") designed to teach students the foundational skills required for proficient reading and spelling.
- Language Live- is a comprehensive literacy intervention for struggling students in grades 5–12. With a blended approach, *LANGUAGE! Live*'s instruction reinforces the literacy foundations students need while strategically using authentic text to engage and accelerate them to grade-level proficiency.
- Word Connections- is an evidence-based supplemental reading intervention program designed for students in grades 3 to 5 who struggle with decoding longer, multisyllabic words. It provides targeted, small-group instruction to help students move beyond basic phonics and build automaticity with reading complex words.
- SIPPS- (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is an evidence-based foundational reading program. Designed for students in grades K–12, it helps new and struggling readers build the decoding, sight word, and fluency skills necessary for independent reading.
- Lexia- An adaptive, blended learning program for elementary students (PreK-5) that develops foundational literacy skills.
- MegaWords- A structured, multisensory intervention focused on teaching the skills needed to read multisyllabic words with accuracy and fluency. Focus is placed on phonics, structural analysis, morphemic analysis, vocabulary, spelling and fluency.
- The ABC's of OG - Reading materials based on the Orton-Gillingham approach to teaching reading and spelling which include phonetically controlled word lists, phrases, sentences and stories. The stories allow practice and reinforcement of the skill being taught to develop oral reading and comprehension.
- Heggerty: A daily explicit and systematic phonological and Phonemic Awareness intervention.
- Kilpatrick One Minute Drills: An intervention focusing on developing concepts of phonological awareness, including rhyming, alliteration, segmentation, blending, categorization, isolation, and manipulation.

Each Tier 3 intervention is progress monitored with Aimsweb Plus. Assessments are done weekly in Title 1 and bi-weekly in special education in order to track student progress.

Parent Notification:

Assessment results will be shared with parents no more than 15 days after the assessment is administered and scored. The parent report will include the student's:

- Overall score on the assessment
- The student's score on each early literacy subtest assessed by aimwebPlus
- Your student's percentile rank on the readiness assessment
- The definition of "at-risk" and what score indicates this.
- A parent-friendly description of the literacy skills the reading readiness assessment is designated to measure
- Dyslexia information

Students that have a personal reading plan, parents must be notified every 10 weeks of the student's progress.