School District of River Falls

Educational Program Committee Meeting

Monday, June 8, 2026 - 6:00 PM
District Office
852 E Division Street
River Falls, Wisconsin 54022
Educational Program Committee members: Alan Tuchtenhagen (Chair), Lindsey Curtis, & Monica LaVold
A quorum of the School Board may be present for information-gathering purposes only.
Agendas can be viewed at https://www.rfsd.k12.wi.us/district/school-board.cfm or at https://meetings.boardbook.org/Public/Organization/1447

1. **CALL TO ORDER - 6:00 PM**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS**

4. **TITLE III ANNUAL REVIEW** **2**
Description: Amy Wise, Co-Director of Academic Services, and Nataly Gomez, Title III Program Assistant, will present the Title III Annual Report. District EL teachers will also present.
Recommended Action: None, informational only.

5. **RIVER FALLS HIGH SCHOOL SCHEDULE UPDATE** **12**
Description: Kit Luedtke, RFHS Principal, and Heidi Link, RFHS Assistant Principal of Academics, will present an update on the 2026-27 high school schedule.
Recommended Action: None, informational only.

6. **RF4C UPDATE** **18**
Description: Mark Inouye, Director of Student Services, will provide an RF4C update.
Recommended Action: None, informational only.

7. **ACT 20 EARLY LITERACY REMEDIATION PLAN REVIEW** **21**
Description: Amy Wise, Co-Director of Academic Services, will present the Early Literary Remediation Plan for annual review.
Recommended Action: None, informational only.

8. **PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE EDUCATIONAL PROGRAM MEETING AGENDA(S)**
Description: As always, committee members will be given the opportunity to suggest items for future committee and/or School Board meeting agendas.
Recommended Action: As needed.

9. **SCHEDULE NEXT EDUCATIONAL PROGRAM COMMITTEE MEETING**
Description: Upcoming committee meeting dates, times, and locations will be reviewed.
Recommended Action: Set the meeting schedule as follows:
Educational Program Committee meeting: Monday, July 13, 2026, 6:00 p.m.
The meeting will be held in the District Office Conference Room, 852 E. Division Street.

10. **ADJOURN**

End of The Year Title III Presentation

Annual Review

June 2026

Title III

Mission

To support all students' access to school, the School District of River Falls has dedicated EL teachers who work with families and students who are learning English. In addition to supporting students, the EL teachers work with families to access resources to communicate with their student's school and so families can participate in their students' educational experience.



Meet the Team



- 4 FTE EL Teachers
- 2 Bilingual Paraprofessionals
- Program Assistant
- Director of Academic Services

Review of Title III Program - Program Design

a.i. Goals

Short-term goals:
All goals this year included reviewing data from previous years.

- Using new NextPath data platform to track growth on ACCESS
- Increasing family engagement within our Title III program to 100% participation
- Creating a program toolkit for RFSD staff

Long-term goals:

- Coordination of RFSD student services/programs (SPED, Title I, Reading/Math Interventions, General Education).
- Refinement of ELD standards/content priority standards alignment.

Short-term goals - Progress
All goals this year included reviewing data from previous years.

- Work with NP to include more ACCESS data
- 85%, ~28% increase from last year
- PLC/Inservice time to complete

Long-term goals:

- Constant refinement of Coordination of RFSD student services
- Identifying the departments on deck for standards work

Review of Title III Program

a.ii. Student Population and Proficiency Levels

ML Student Population at RFSD: 82 students

- 15 at Greenwood Elementary
- 4 at River Falls Public Montessori Elementary
- 7 at Rocky Branch Elementary
- 9 at Westside Elementary
- 23 at Meyer Middle School
- 24 at River Falls High School

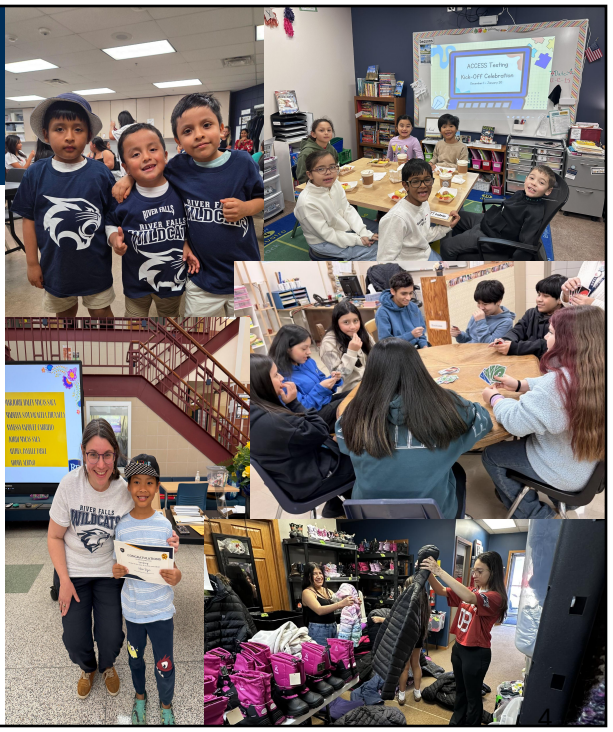
10 Students scored at a proficient level and have graduated from the EL Program.



Review of Title III Program

a.iii. Planned Activities

- Fall Family Night
- Winter Gear Night
- Pre/Post ACCESS Celebrations
- ML RFHS Service Learning
- Spring Family Night



Review of Title III Program

a.iv. Instructional Services

- Curriculum materials
  - Extra SIPPS materials
  - UFLI training
- Instructional strategies
  - SIOP Book club
- Special Approaches/Schedules
- Alternate assessments

Review of Title III Program

b. Coordination

- Students are enrolled in Title III Programming every school year.
- Students Individualized Learning Plan are created and shared with parents/guardians
- Students identified as EL are administered the WIDA ACCESS assessment during the testing period.

Review of Title III Program

c. Parent Involvement

- Parent rights to accept or deny services
- Parent teacher conferences
- Title I and III Family events
- School sponsored events

d. Private School

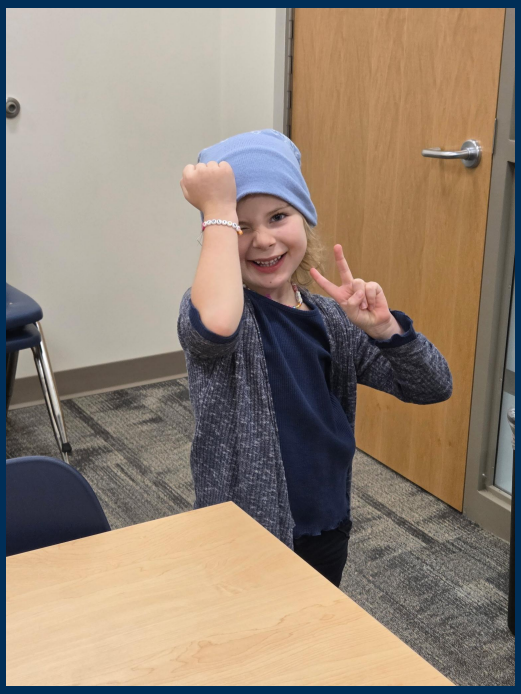
- Sign Affirmation of Consultation every year
- No students currently eligible for Title III services

Review of Title III Program

e. Professional Development

DPI Guidance
CESA Title III Network
Professional Learning
- SIOP
- TESOL
- WIDA

Discussion of Evaluation and Assessment Results



Discussion of Assessment Results

a.i. Assessment of ELLs for English Proficiency

Eligible students: 82
Students served: 77
Students to be served in 2026-27: 72* including EL candidates.

All EL students will be administered the WIDA ACCESS assessment in the winter.

Discussion of Assessment Results

a.ii. Assessment of Core Academic Subjects

- NextPath to view the student data in all content areas
  - State assessments
  - Grades
  - Attendance
  - Behavior
  - Important student documents (ILPs, IEPs, PRPs, MIPs)

Discussion of Assessment Results

a.iii. Assessment of Parent Involvement

Parent Notifications
- New/Continuing enrollment
- State testing notifications

Parent Notification to enroll students in the EL Program

Parent Survey
- Fall
- Spring

Best form of Communication for Parents:

1. Talking Points (27%)
2. Newsletter via email (16.2%)
3. Paper copies (13.5%)
4. Phone calls (8.1%)

88% of parents feel well informed of school activities

Discussion of Assessment Results

a.iv. Students and Staff

Elementary Students grades **K-1**

- **75% of students** enjoy their EL class and reading and playing games in English
- **100% of students** receive help from a teacher when they don't know a word



Discussion of Assessment Results

a.iv. Students and Staff

Elementary Students grades **2-3**

- **100% of students** have friends they can talk to in English
- **66% of students** do not share what they have learned in English at home

What is your favorite word you have learned this year?

chuckle, persuade x2, spork
- *2nd & 3rd grade students*

Elementary Students grades **4-5**

- **Over 50% of students** would like more practice in writing
- **50% of students** feel brave enough to raise their hands and ask questions

When are you in a class, what is one thing a teacher does that makes you feel welcome and happy to be there?

"Right when we walk in class my teachers gives me a fist bump" - 4th grade student

Discussion of Assessment Results

a.iv. Students and Staff

Middle School Students

- **Agree** that the EL Program makes them like they belong at school.
- **Somewhat** feel comfortable working with students who speak only English.

High School Students

- **Agree** that they learning specific vocabulary that helps them in core content classes.
- **Somewhat agree** that the materials used (articles, books, videos) are relevant to their interests.

Discussion of Assessment Results

a.iv. Students and Staff

Staff...

- **...agree** that when they have a question about an EL student, they receive a helpful response in a timely manner.
- **...agree** that the communication between content teachers and EL teachers is effective and timely.
- **...somewhat agree** with having sufficient time to collaborate with EL staff to plan for student needs.
- ...**somewhat know** where to find resources to support my EL students (e.g., translated materials, scaffolds).

I love our EL staff members. They are super dedicated, skilled, and professional. They are models for how much teachers should care about kids and about what they do :)
- Secondary Teacher

Thank you for all you do to support our students! Parents and students always express gratitude for this support! - Elementary Teacher

Program Planning and Design

DPI Guidance
CESA Title III Network
Professional Learning
- SIOP
- TESOL
- WIDA

Strengths
Collaborative Team
Student Focused

Areas of Growth: Continued Professional Learning for Teachers and Administrators, Communication of Student Progress and Collaboration with Classroom Teachers - Accommodations/Modifications/Strategies and Resources for EL

Thank you!

Questions?

SCHOOL DISTRICT OF RIVER FALLS

RFHS Program Update

ED PROGRAMMING

SCHOOL BOARD SUB-COMMITTEE

JUNE 2026

River Falls High School 4 Pillars

- Academic Growth
- Social Emotional Well-Being
- College and Career Readiness
- Moral and Performance Character

River Falls High School is community care that serves and inspires students to be their personal best.

3 CORE SCHEDULING SHIFTS

An intentional restructure to improve professional collaboration, systemic student interventions, and Academic & Career Planning (ACP).

1. PLC Shift

Moving PLC late-starts from Wednesdays to Mondays to establish consistency for families, highly predictable work cycles, and timely data decision-making.

2. WIN Rework

Targeted rotations out of advisory to provide a weekly small-group support instructional opportunity for each teacher to better support students, literacy and SpEd interventions, and testing centers.

3. ACP Revisions

Embedding ownership of portfolio artifacts, and dedicated career highlights directly into classes.

School District of River Falls

OUR VALUES

STUDENTS FIRST | PEOPLE MATTER | EQUITY | RESPECT | INTEGRITY | EXCELLENCE | INNOVATION | COMMUNICATION

GOAL 1:	GOAL 2:	GOAL 3:	GOAL 4:	GOAL 5:
Hold High Expectations for Student Learning	Provide a Safe, Welcoming, and Healthy School Environment	Attract, Retain, and Develop High Quality Staff	Provide Life Readiness Skills	Uphold Operational Excellence

WIN Rework — PLC Shift — ACP

The PLC Shift

Routine, Predictable, Data-Driven Mondays

MONDAY SHIFT: PREDICTABILITY OF SCHEDULE
Moving collaborative delayed-start sessions to Monday mornings provides a highly predictable, consistent weekly calendar for our families.

QUICKER DATA RESPONSE
Educators can analyze assessments from the previous week and immediately apply differentiated lesson adjustments for the week ahead.

STRUCTURED PLANNING
Teachers begin their work weeks with collaborative assessment of data, rather than interrupting teaching momentum mid-week on Wednesday.

RAPID STUDENT INTERVENTION
Shorter feedback loops and quicker data response ensure more timely response groups with students during WIN blocks.

Building the Wildcat Way

THE FUTURE OF WIN

Teaming Together to Advise our Students by Providing Meaningful Opportunities for Self-Understanding, Growth, Future Planning, Targeted Support, Celebrating Student Learning / Successes, and Developing Character & Core Competencies

WIN BLOCK ADJUSTMENTS

Grade Level Rotations

Systematic rotations of each grade-level to ensure students receive equitable, targeted reteaching sessions.

Targeted Interventions

Establishing dedicated support structures for Literacy development and Special Education (SpEd) services without pullouts from core Tier 1 instruction.

Math Testing Center

Piloting a designated make-up and reassessment testing areas to restore valuable instructional and learning time.

River Falls High School

Weekly WIN Schedule Snapshot (Draft)

Day	Focus Area Grade In Commons	All Other Students	Additional Notes
Monday	**Community & Connection**	**Remain in WIN/Advisory**	No travel; Relationship Building, SEL, Culture, ACP Days (when assigned)
Tuesday	**Freshman Travel Day**	**Grades 10–12:** Stay or travel for support	**Grade 9 (non-requested) → Commons** · Others requested as needed · **Testing Center Open** · **Clubs/Activities** (max 2 per day, Library)
Wednesday	**Sophomore Travel Day**	**Grades 9, 11, 12:** Stay or travel for support	**Grade 10 (non-requested) → Commons** · Others requested as needed · **Testing Center Open** · **Clubs/Activities** (max 2 per day, Library)
Thursday	**Junior Travel Day**	**Grades 9, 10, 12:** Stay or travel for support	**Grade 11 (non-requested) → Commons** · Others requested as needed · **Testing Center Open** · **Clubs/Activities** (max 2 per day, Library)
Friday	**Senior Travel Day**	**Grades 9–11:** Stay or travel for support	**Grade 12 (non-requested) → Commons** · Others requested as needed · **Testing Center Open** · **Clubs/Activities** (max 2 per day, Library)

The ACP Revisions:

Monday Relationship Focus:
Dedicated "Know Thyself" advisor sessions focused heavily on social-emotional & character ed, interest inventories, identity building, and academic advisement.

Embedded Portfolio Elements:
Placing portfolio artifacts and student reflections into core content classrooms where the learning occurs.

Embedded Career Explorations:
Each academic department embeds real-world career highlights and practical exploration directly in curriculums.

Future Ready Days:
Continued strategic refinement of community-connected post-secondary college & career exploration and planning days for all grade levels.









Wildcat Advising

TABLE OF CONTENTS

The River Falls School District High School ACP team has developed and implemented the Academic and Career Plan program. The purpose of ACP is to provide a comprehensive integrated approach to high school career education activities. Students collect pertinent data about themselves and their achievements which is eventually compiled into a Senior Exit Portfolio. The portfolio forms the basis of the Senior Exit Interview in which students present themselves and their achievements to a team of interviewers. The team of interviewers includes area business and educational professionals. Presentation of the Exit Portfolio and participating in the Exit Interview will occur for most students in spring of their graduation year. Completion of the portfolio and exit interview were approved by the River Falls School Board in summer 2021.

01 STUDENT INTRODUCTION



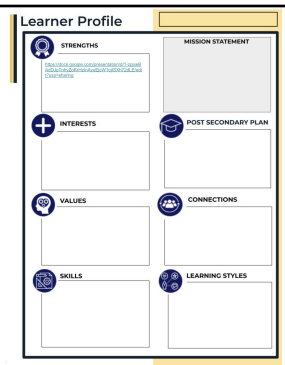
- ❑ Personal Vision Statement
- ❑ Learner Profile
- ❑ College and Career Ready profile
- ❑ Cover Letter
- ❑ Resume
- ❑ References
- ❑ Personal Experience Reflection
- ❑ Service Reflection
- ❑ Career or Volunteer Experience Reflection
- ❑ Final Reflection

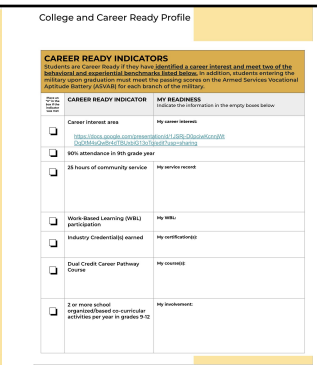
02 STUDENT ACHIEVEMENTS

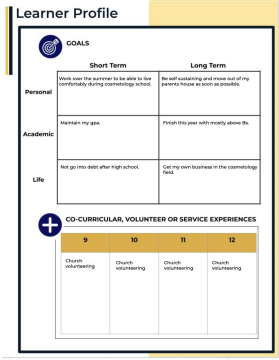
- ❑ Recognitions/honors/awards/Letter of Recommendation
- ❑ Evidence of things the student is proud of
  - ❑ Point of Pride (3 artifacts per year)
- ❑ Post secondary/military/job visit - reflection/evidence

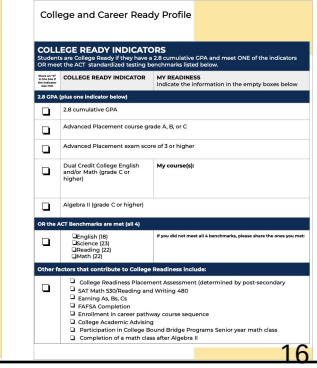
03 EVIDENCE OF APPLIED LEARNING

- ❑ Project/assignment reflections
  - ❑ Student chooses four projects to highlight from their high school career









STUDENT EXAMPLES

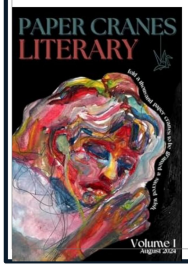
Points of Pride

YEAR: Sophomore
REFLECTION #: 3

Getting my essay, "The Beauty of a Broken Doll" published in issue 1 of Paper Cranes Literary.
Paper Cranes Literary Issue 1

At the end of my sophomore year, I started submitting my writing to literary magazines. Through this process I learned how to revise and edit my writing to submit my pieces in their most professional and polished form. Submitting to literary magazines also taught me how to deal with rejection. For instance, the particular piece I got published in Paper Cranes Literary Issue 1 was rejected by multiple literary magazines before finding its platform.

The essay that appears in this issue is called "The Beauty of a Broken Doll." I wrote this essay for Ms. Cleven's English 10 class. The assignment was to introduce myself to my teacher. I took the opportunity to connect my birth story to COVID-19. All comparisons and storylines were fit into the motif of a dismembered doll trying to piece herself back together. I absolutely loved my final essay and was completely ecstatic to see it published in a print magazine!





Points of Pride

Senior Year

1. Returning to public school and social connections
Coming back for my senior year gave me the chance to reconnect with friends, meet new people, and be part of the school community again.

2. Continuing to grow in work and hospitality
I continued advancing at St. Croix Lanes, earning more responsibility and a higher wage. Working in a commercial kitchen confirmed that I enjoy hospitality and customer service, and it prepared me for a career in this field.

3. Balancing school, work, and future goals
Senior year taught me how to balance school and work while focusing on my future. I am proud of the experience, skills, and independence I have gained, and I am excited to continue working full time after graduation.

Post-Secondary Connection Reflection

On October 21st, 2025, we visited many locations in River Falls. Those places included: Creative Homes - Oak Hill, Belle Ame Vineyard, The Upland, and H&F. These all were places that were related to my Housing and Interior Design class that I could connect to.

One of the more interesting things we did was at Creative Homes. In class, we learned about floor plans and how to make them, at Creative Homes we got to see these floor plans that they created in real life. Another thing we got to do was look at a tile selection at H&F. In class, we were working on a tile elevation assignment and at H&F we got to look at their tile selection and create a quote. Lastly at Belle Ame, we talked about the different types of designs and styles used to create an eye-catching interior. In class, we talked about different techniques like color theory, harmony, and patterns.

After school I plan on going into property/construction management and doing real estate investment. I think this field trip has greatly improved my understanding of what we have been taught in Housing and Interior Design. I plan on using the things I have been taught in my future career.



FEEDBACK & QUESTIONS

We welcome your insights as we streamline our school schedule to foster deeper student support and professional consistency.

4K/JK Update

June 8, 2026

Overview

- Junior Kindergarten, housed at Westside, has been an option for students who need more time to develop and be ready for Kindergarten.
- 4K teachers have worked with families and recommend candidates for the program.
- 4K Students recommended for JK, move to JK instead of Kindergarten. They spend the year in a classroom that bridges social, emotional, and academic expectations. They enter Kindergarten the following year.

A Need for a Shift in Programming

For the 2026-2027 school year, referrals for JK dropped from an average of 15 students per year to 6 students, which is not a number where it is not viable to maintain this program.

Simultaneously, the incoming 4K Special Education caseload grew to include 11 with significant educational needs. With these numbers, we had planned for a third section of supported 4K, and an additional .5 FTE hire.

Sites with staffing to support Special Education students

2026-2027	• University Preschool am (20 total, 4-5 Special Ed) • Westside am (20 total, 4-5 Special Ed) • Westside pm (20 total, 4-5 Special Ed)
2025-2026	• University Preschool am (20 total, 4-5 Special Ed) • Rocky Branch pm (12 total, 3-4 Special Ed)

Changes

- **Programming**
  - The JK program next year will discontinued. All enrolled JK families received a personal phone call from Rachel Mader, and each of their students shifted to Kindergarten
  - Elementary K sections are able to accommodate these 6 students, and stay within recommended guidelines.
  - Our Elementary buildings are aware these students may be in need of additional supports and interventions.

5

Changes

- **Staffing**
  - Pam Ekstrom will shift from JK (which is an all day program) to teach 2 sections of general education 4K at Westside
  - Nichole Larson will shift from .5 Gen Ed 4K / .5 Special Education 4K to Full time Special Education 4K. There is no longer a need for the added .5 FTE 4K Special education teacher.
- **Facility**
  - Rocky Branch afternoon 4K will be moved to Westside
  - Westside will add a morning section
  - The room at Westside is furnished for 4K

6

School District of River Falls
Early Remediation Plan

*Beginning in the school year **2024-2025**, Wisconsin public schools, independent charter schools, and schools participating in the choice program are required to develop an Early Literacy Remediation Plan for grades 5K-3 and publish it to the district or independent charter school's website.*

Section 1: Introduction

RFSD Early Literacy Remediation Plan

Initial Publication Date: July 1, 2025

District's Vision and Mission:
Our mission is to inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.

Early Literacy Vision and Mission:
Our vision is to ensure that every child builds a strong foundation in literacy from the earliest stages of their education. Through a comprehensive approach, we will foster phonemic awareness, phonics, vocabulary, comprehension, and writing skills that inspire a lifelong love of reading and learning. We are committed to providing targeted, individualized support to meet the needs of all students, including those at risk, ensuring that every child has the tools to succeed. Together, educators, families, and communities will create an inclusive environment where every child can thrive as a confident, capable reader and writer.

Directions for how to access the plan in additional languages and/or direct links to the plan in additional languages:
Spanish
Burmese

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

Universal Approach to High Quality Instruction:

- Instructional framework(s): Structured Literacy
- Curriculum Resource: Collaborative Classroom: Being a Reader & Being a Writer/Montessori Language Curriculum, UFLI
- Evidence-based instructional practices:
    - Differentiates and teaches phonics and foundational skills to mastery
    - Develops comprehension, fluency, vocabulary, and independent thinking
    - Uses open-ended questions and facilitated discussions to deepen understanding

    - Provides daily time and support for independent reading practice
    - Provides student-centered writing instruction in process, genres, and conventions
    - Uses collaboration and peer feedback to foster an engaged writing community
    - Includes time in each lesson for students to apply skills through independent writing
    - Improves writing fluency
- Inclusive practices and engagement strategies: High Quality Texts selected to support the instructional focus of each lesson and culturally relevant with equitable representation.
- Positive behavior expectations: Collaborative Literacy provides a a caring, supportive classroom community and nurtures students' sense of responsibility for their own learning and behavior through lessons that enable thoughtful discussion and critical thinking
- The district implements an equitable, multi-level system of learning support (EMLSS) that includes a comprehensive selection of interventions, instructional and curricular adjustments, and additional support services to help students achieve and sustain grade-level literacy skills.
- The district uses both formal and informal assessments to evaluate each student's current abilities, identify any literacy-related learning gaps, and track progress and growth after instruction and interventions.
- The district participates in, and continues to provide, ongoing professional learning opportunities to ensure teachers are continuously growing in their knowledge of science-based reading and assessment strategies

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners

This section of the *Early Literacy Remediation Plan* identifies the following early literacy assessments that, under state law, the district is required to administer to students who are enrolled in kindergarten through third grade:

1. The fundamental skills screening assessment (4K)
2. The universal screening assessment (5K through third grade)
3. Diagnostic literacy assessments (some students in 5K through third grade)
4. The state's standardized third grade reading test

In addition to these formal, state-mandated assessments, district educators also use a variety of other assessment methods and assessment tools to evaluate students' skills, needs, and learning progress related to reading and other aspects of early literacy.

RF4C (4K and JK): Fundamental Skills Screening Assessment

Pearson aimswebPLUS • Phonemic Awareness • Letter-Sound Knowledge **Screening windows/dates:** **Fall** **Spring**	**Purpose/Content of Assessment:** The Phonemic Awareness (initial sounds) test is given Fall and Spring. It is given one-to-one by the teacher for an estimated 2-3 minutes. The Letter Sound Knowledge test is given in the Spring. It is also given one-to-one by the teacher for an estimated 1-2 minutes.

<table>
<tr><td></td><td>It is a state-mandated and state-selected reading readiness screening tool. See § 118.016(2). State law does not allow families to choose whether to have their child(ren) participate in this assessment.</td></tr>
<tr><td colspan="2">Parent/Guardian Communication:
Parents and Guardians can expect to receive a letter included in school communication emails that will be sent within 15 days of the scoring of the statewide early literacy screener.
Reports will be sent twice per year in the fall and spring.
Please notify the school of your preferred language and mode of communication.</td></tr>
<tr><td>How the district uses the results of this assessment:</td><td>It is not unusual for students enrolled in 4K to be at many different levels of reading readiness. With that in mind:
The results of a fundamental skills screening assessment do not automatically trigger either a mandatory “diagnostic assessment” or mandatory learning interventions.
The district will use the assessment results as one data point to determine if a student should be monitored, referred for any type of further evaluation, or considered for instructional modifications or interventions.
See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”</td></tr>
<tr><td colspan="2">5K-Third Grade: Universal Screening Assessment</td></tr>
<tr><td>Pearson aimswebPLUS
Phonemic Awareness
Letter-Sound Knowledge
Alphabetic Knowledge
Decoding
Oral Vocabulary</td><td>Purpose/Content of Assessment:
The AimswebPlus is the reading screener that is administered to students who are enrolled in five-year-old kindergarten (5K) through third grade.
It is a state-mandated and state-selected screening tool. See § 118.016(3)(a). State law does not allow families to choose whether to have their child(ren) participate in this screening assessment.
The Phonemic Awareness (initial sounds) test is given in Fall to Kindergarteners. It is given one-to-one by the teacher for an estimated 2-3 minutes.
The Phonemic Awareness (phoneme segmentation) test is given in the winter and spring to Kindergarteners, and in the fall to 1st graders. It is given one-to-one by the teacher for an estimated 2-3 minutes.
The Oral Vocabulary (auditory vocabulary or vocabulary) test is given Fall, Winter, and Spring for grades 5K-3rd. It is given one-to-one in</td></tr>
</table>

	grades 5K-1 (2-4 minutes) and on a computer in grades 2-3 (3-15 minutes). • The Alphabet Knowledge (Letter naming fluency) test is given in Fall, Winter, and Spring to Kindergarteners, and in the Fall to 1st graders. It is given one-to-one by the teacher and is estimated to take 1 minute. • The Letter Sound Knowledge test (Letter word sounds fluency) is given in the Fall (5K-1), Winter (5K) and Spring (4K-5K). It is also given one-to-one by the teacher for an estimated 1-2 minutes. • The Decoding Skills tests: Nonsense word fluency is given in the Winter and Spring to Kindergarteners, and Fall, Winter, and Spring to 1st Graders. Oral reading fluency is given in the Fall, Winter, and Spring for grades 1-3. This test is given one-to-one by the teacher and is estimated to take 2 minutes. In addition to the state mandated aimswebPlus screener, RFSD also has universal literacy assessments to gather more information about our students' literacy processing and learning.
Parent/Guardian Communication: • Parents and Guardians can expect to receive a letter included in school communication emails that will be sent **within 15 days** of the scoring of the statewide early literacy screener. • Reports will be sent three times per year in the fall, winter, and spring. • Please notify the school of your preferred language and mode of communication.	
How the district uses the results of this assessment:	As defined in state law, a student is considered to be **"at-risk"** with respect to early literacy learning if the student scores below the 25th percentile on a universal screening assessment. For each 5K to third-grade student who is determined to be **"at-risk"** of reading difficulty based on the results of the screener, the District will: • Administer a **diagnostic literacy assessment** to help further evaluate the student's skills and needs. • Start or, if applicable, continue the process of developing and implementing a **personal reading plan** for the student. For students who are **not** considered "at-risk," the district will use the assessment results as one data point to help determine if a student should be monitored, further evaluated, or considered for possible interventions or extensions.
5K through Third Grade: Diagnostic Literacy Assessments	

Diagnostic assessments will be administered to students who score below the 25th percentile on the screener or who are referred for additional testing by a teacher or parent/guardian. 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 at least 70%, a specificity rate of at least 80%, and includes a growth measure).	
	The district is required to administer a diagnostic assessment to a student if **either** of the following applies: ● The results of a universal screening assessment indicate that the student is **"at-risk"** with respect to early literacy learning. ○ If the student's "at-risk" status relates to the **first** screening assessment of the school term, then the diagnostic assessment is to be completed by the second Friday of November. ○ If the student's "at-risk" status relates to the **second or third** screening assessment of the school term, then the diagnostic assessment is to be completed within 10 calendar days of the screener. ● A teacher or parent who suspects that the student may be demonstrating characteristics of dyslexia submits a request for a diagnostic assessment.***** ○ The assessment must be conducted within 20 calendar days of the request. "To the extent permitted by state law for a student who is already receiving interventions and services under a personal reading plan, the district may determine that a student does not need to repeat a diagnostic assessment that the student has already taken [in the same school year], even if there is a secondary basis under which the student has qualified for the diagnostic assessment." It is possible that the district may determine that other students could benefit from completing a diagnostic assessment that would not be mandatory under state law.
Skill Area	**Assessment(s)**
Rapid Naming (RAN)	aimswebPlus - RAN
Phonological Awareness	aimswebPlus - Letter Word Sound Fluency/Initial Sounds/Phoneme Segmentation
Word Recognition	aimswebPlus - WRF
Spelling	aimswebPlus - spelling

Vocabulary	aimswebPlus- Vocabulary/Auditory Vocabulary
Listening Comprehension	aimswebPlus- Listening Comprehension
Oral Reading Fluency	aimswebPlus - Oral Reading Fluency
Reading Comprehension	aimswebPlus - MAZE or Reading Comprehension
Other	aimswebPlus - Nonsense Word Fluency CORE Phonics and Early Literacy Assessments PAST or PASS Assessments Others as deemed appropriate by a licensed Reading Specialist for the purpose of determining the instructional needs of the student
Parent/Guardian Notification	*Diagnostic assessment results must be communicated with the parent/guardian, which includes the student score for each area assessed, along with a plain language description of those skills, and the score indicating whether or not the child is at risk. If the child is at risk, the following information must be included in the parent notification:* ● *information about how to make a special education referral,* ● *a description of common indicators and characteristics of of dyslexia,* ● *and information about interventions and accommodations for children with characteristics of dyslexia (from the WI Informational Guidebook for Dyslexia and Related Conditions)* In connection with a diagnostic assessment, the district will also provide an opportunity for the student's family to complete a family history survey to provide additional information about any learning difficulties in the student's family. The family history survey will be sent out annually through the notification letter.
How the district uses the results of this assessment:	Like the 5K to third-grade screening assessments, a student is also considered to be **"at-risk"** with respect to early literacy learning if the student scores below the 25th percentile on a **diagnostic assessment**. For each student who is "at-risk," the district will start or, if applicable, continue the process of developing and implementing a **personal reading plan** for the student. If a student already has a personal reading plan in place at the time that the student completes a diagnostic assessment, the results of the diagnostic assessment will be used to inform possible changes to the plan and may be used to help monitor the student's progress. For students who are **not** considered "at-risk," the district will use the assessment results as one data point to help determine if the student should

	be monitored or otherwise further considered for possible interventions or services.
Other Relevant Assessment Data	
Third Grade: Wisconsin State Forward Exam	
ELA Forward Exam assesses: Reading Language Writing **Exam Window:** Spring	The **Wisconsin Forward Exam** in the area of English language arts (ELA) is used as the reading test that school districts must administer annually to students enrolled in third grade. *See* § 121.02(1)(r). Some students with significant cognitive disabilities may participate in an alternative assessment. The Wisconsin Department of Public Instruction may designate one or more sub-scores within the ELA area of the Forward Exam for school districts to use for specific purposes. The Forward Exam is an online assessment. The District estimates that it will typically take a combined total of about 125 minutes for a student to complete the ELA sections of the Forward Exam. We encourage all students to take the Forward Exam. Parents who wish to discuss the opt-out process for the Forward Exam should reach out to their school's principal.
Parent/Guardian Notification	The district will provide each student's parent with the results of their child's performance on the Forward Exam once those results are available.
How the district uses the results of this assessment:	The district uses the results of the reading/literacy portion of the annual third grade Forward Exam for a variety of purposes, including the following: ● If a student has a personal reading plan in place as an "at-risk" student during third grade, the results of the assessment will be used to evaluate the student's progress and to determine whether the student has successfully completed the reading plan.
Section 3: Student Supports	
Early Literacy Interventions	
Providing an "intervention" typically means applying the systematic use of a technique, program, or practice that has been designed and shown to improve learning in specific areas of student need. To be effective, interventions must be accurately matched to the student's needs, and the student's response to the interventions (i.e., the student's learning and progress toward goals) needs to be monitored, with adjustments being made as needed.	

Various state statutes and administrative regulations establish standards and requirements for learning "interventions" that are provided in the specific context of early literacy instruction. For example:

- § 118.016(5) (defining requirements for personal reading plans).
- § 118.016(1)(i) (defining "intervention" as the term is used in connection with personal reading plans).
- § 121.02(1)(c)3 (specifying standards for interventions and remedial reading services that are provided to a 5K to third-grade student determined to be "at risk" based on a reading readiness assessment).
- § PI 8.01(2)(c)3 (Register Feb. 2020) (addressing interventions and services that are provided to students in kindergarten through fourth grade under sections 121.02(1)(c)1 and (1)(c)2 of the state statutes).

Depending on the student's needs, interventions may be embedded in regular classroom instruction, delivered in a small group setting, delivered in a one-on-one setting, and/or provided using some other appropriate method. The following are some examples of the types of reading interventions and learning supports that the district commonly uses in connection with early literacy instruction and some of the methods that may be used to provide those interventions and supports:

- The interventions and any additional instructional services:
  - Address all areas in which the student has been determined to be deficient in a manner that is consistent with the **state standards** in reading and language arts.
  - Include the components of "**science-based early reading instruction**," as defined in section 118.015(1c)(b) of the state statutes.
- Delivering instruction through multimodal strategies, such as audible, verbal, visual, and tactile methods (i.e., tracing, writing, using manipulatives, etc.).
- Using targeted repetition and reinforcement of explicit instruction through re-teaching, teaching using alternative strategies, and/or using alternative materials.
- Identifying critical points during instruction for providing the student with prompts, coaching, learning checks, and specific feedback.
- Making ongoing adjustments to a student's placement in instructional groups (whole group, small group, and/or individual) for different learning objectives and skill practice.
- Modifying a student's school schedule to extend the amount of weekly instructional time that is used for reading/literacy development.
- Using appropriately vetted technology-based resources.
- Providing school-and-home learning reinforcement activities

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:
(add link to additional document or complete the table below)

Literacy Skill(s)	Intervention Strategy or Resource(s)
SIPPS®	SIPPS® is a research-based foundational skills program for grades K–12 that is proven to help new and striving readers, including multilingual learners and students

	identified with dyslexia, quickly develop the accuracy and automaticity needed for fluent, independent reading.
Collaborative Literacy Small Group Sets	Aligned with SIPPS®, the small group sets provide systematic support in the areas of fluency, comprehension, and vocabulary.
Wilson Fundations	Fundations' multimodal approach to reading, spelling, and handwriting makes learning to read fun for students and teachers. It lays the groundwork for lifelong literacy through a proven approach to Structured Literacy that is aligned with the science of reading.
UFLI	UFLI Foundations is an explicit and systematic program created by the team at the University of Florida Literacy Institute. The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.
Sonday	Discover a proven, Orton-Gillingham approach to reading intervention. Using stage-based content and multisensory instruction grounded in the science of reading, Imagine Sonday System empowers educators to help struggling readers catch up. Built on the science of reading, it provides equitable learning opportunities for all students, promoting their success and well-being.
Lexia	Lexia follows an adaptive blended learning model that offers explicit, systematic, and personalized reading instruction. This approach allows educators to deliver differentiated literacy instruction to students of all abilities. By using Lexia's research-proven program, Core5 effectively reduces the risk of students not meeting grade-level standards while providing accelerated and on-track students the instruction they need to thrive.
Incremental Rehearsal	Incremental Rehearsal combines known items with unknown items in a ratio of one unknown item to nine known items. The student is presented with the unknown item, then restates it aloud, and finally uses it in a sentence.
Six Minute Solutions	Pairs of students do repeated readings of nonfiction passages daily to increase fluency.
Bridge2Read	Students learn to identify phonemes, and to use rhyming and alliteration. Phonemic awareness is part of sound awareness. Students also learn how sounds connect to letters. You'll use visuals and props to help them learn letters and words.
Tyner's 26	Students focus on 5 letters each week to gain automaticity in letter and sound recognition through activities such as alphabet matching, writing, sound boxes, picture and letter strips and rhyming bingo.
LLI	Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The

	intervention provides explicit comprehensive instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.
Coordination with Other Laws and other District Programs	In practice, the district's educators will need to coordinate the implementation of the reading intervention mandates listed above in this section with several other existing laws and the related district programs and services, including at least all the following: ● The federal Individuals with Disabilities Education Act (IDEA) and subchapter V of chapter 115 of the state statutes. ● Section 504 of the Rehabilitation Act. ● Laws that require services for students who are English Learners. ● Certain programs and services that the District may provide under Title I of the federal Elementary and Secondary Education Act. The necessary coordination will need to occur at a programmatic level and, when applicable, at an individual student level. Not all of those coordination issues will have clear answers. District educators who have questions about or who encounter novel situations related to such coordination issues are expected to escalate the issue to an appropriate administrator for further input and guidance. Under the direction of the Director of Academic Services and the Director of Student Services the administration may separately maintain and provide staff with access to a supplemental resource relating to this Plan that addresses available guidance on relevant "coordination of laws" issues. Updates and changes to any such supplemental resource would not be considered amendments to this Plan.
Progress Monitoring	AimswebPlus

Personal Reading Plans

- Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan will include:
  - A description of the science-based early literacy programming being delivered to the child;
  - 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(s)/guardian(s)

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- The school will provide a copy to families/guardians **no later than the third Friday in November or within 15 days** of a subsequent screener or diagnostic assessment requested by a parent/teacher.
- Families/Guardians can expect to receive updates about the student's progress **at least every 10 weeks**

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<tr><td rowspan="2">Development of Reading Plan</td><td>

Who:
Classroom Teacher

In collaboration with:
Interventionist
Specialist (EL/SPED)
Instructional Coach

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Personal Reading Plan Smartform in Next Path that includes:

- A statement of the student's specific early literacy learning needs, as identified by skills that were evaluated on the applicable assessment.
- Goals and benchmarks for the student's progress toward grade-level literacy skills.
- A description of the interventions and any additional instructional services that will be provided to the student to address the student's learning needs and promote the growth of the student's early literacy skills.
- The programming using "science-based early reading instruction," as defined in state law, that the student's teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- A description of how the student's progress will be monitored. IMPORTANT: Monitoring activities must occur on at least a **weekly basis**.
- Strategies and activities that the student's parent is encouraged to use to help the student achieve grade-level literacy skills.
- Any additional programs or services that may be available and appropriate to help accelerate the student's early literacy skill development

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<tr><td>**Personal Reading Plan Review**</td><td>

Personal Reading Plans will be reviewed at least every 10 weeks.

The plan will be reviewed by the school data team to determine how the student's reading plan will proceed. The PRP indicates the student:

- continues to receive their current level of reading instruction, no Personal Reading Plan is needed.
- receives a Personal Reading Plan to outline the support to address their reading needs.
- continues to receive the reading support outlined in their Personal Reading Plan.
- Personal Reading Plan will be adjusted to address their reading needs.

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Administrative Procedures and Administrative Oversight	The Director of Academic Services has primary administrative responsibility for the creation, dissemination, and monitoring of administrative procedures and protocols that district staff will use to create and manage the implementation of student personal reading plans. Changes to such supplemental procedures and protocols would not be considered amendments to this Plan. Those procedures and protocols will address issues such as: ● The format/template the district will use for personal reading plans. ● Authority and procedures for modifying a student's personal reading plan. ● District expectations for documentation of intervention delivery. ● District expectations for documentation of progress monitoring activities. ● The format and standards for relevant parent notifications (see below). ● The content and format of 10-week progress reports (including the initial 10-week notification of progress and subsequent follow-up reports of overall progress), which shall be consistent with the content requirements established in the "Parent Notifications" section of this Plan. ● Standards and procedures for determining plan completion and "exiting" a student from interventions, which shall be consistent with applicable statutory standards for these processes."
Parent/Guardian Notification	The district will provide the parent of a student who receives a personal reading plan with the information and notifications that are listed and described in the applicable subsection of the "Parent Notifications" section of this *Early Literacy Remediation Plan*.
Wisconsin's Informational Guidebook on Dyslexia and Related Conditions	
Interventions Used to Address Characteristics of Dyslexia	State law requires this *Early Literacy Remediation Plan* to include a description of the interventions that the District uses to address characteristics of dyslexia. In doing so, it is important to understand that dyslexia is generally recognized as a neurobiological condition that exists on a continuum. At a very general level, the condition is often characterized by difficulties, at varying degrees of severity, with accurate and fluent word recognition, spelling, and decoding. Those difficulties can detract from the child's reading experience, impede comprehension, and affect the growth of key literacy-related skills. Some children without dyslexia demonstrate some of the characteristics that are associated with dyslexia.

	Due to the broad range of severity of "characteristics of dyslexia" and due to the many different underlying causes or reasons that students may exhibit those characteristics in connection with reading and other literacy-related skills, there is no single, standardized program or schedule of interventions that can be applied to appropriately address the needs of all students with dyslexia, with related conditions, or who have demonstrated characteristics of dyslexia. Interventions for such students should reflect individual needs. As is also true for many other students who need learning support when they are having difficulty developing grade-level literacy skills, early literacy learning supports or interventions identified for a student with dyslexia or with characteristics of dyslexia should: ● Be based on the components of "science-based early reading instruction," as defined in state law, including both addressing any proficiency gaps in foundational skills (e.g., phonemic awareness and phonics) and incorporating instruction in other critical reading skills (e.g., fluency, vocabulary, and comprehension). ● Be comprehensive in relation to the student's needs so that the learning leads to reading comprehension and engagement. ● Be explicit so that the student understands what needs to be learned and why. ● Build upon the student's strengths as a bridge to addressing needs. ● Provide guided and monitored practice. ● Be coordinated with whole-group/universal instruction. Subject to individual needs, this includes coordination with the pace, sequencing, and goals of universal instruction, as well as using consistent instructional language between universal instruction and intervention(s). ● Be assessed frequently to monitor learning, to guide ongoing instruction, and to determine when interventions should be modified or when an intervention can be discontinued. The following are some examples of how the district approaches learning supports and interventions for students with dyslexia and for other students who demonstrate characteristics of dyslexia: ● Students with dyslexia and related conditions often need additional and specifically-targeted instruction and practice with some or all of the following: phonological awareness, phonemic awareness, alphabetic principle, phonics, morphology, and fluency. ● For students with dyslexia and related conditions, word-level difficulties often negatively affect reading comprehension. When this is noticed,

instruction and interventions should emphasize letter-sound correspondences.

- Students with dyslexia and related conditions may need more frequent monitoring and feedback during opportunities for practice and application.
- Licensed educators can provide specific guidance to help a student select appropriate texts and can structure opportunities to monitor the student's word recognition, word solving, comprehension, and engagement during independent reading time.
- If the student has an IEP, the special education and any other services or instructional modifications that may be specified in the IEP may sometimes relate to reading and literacy and may be in the nature of interventions.
- Students with dyslexia, with conditions related to dyslexia, or who demonstrate characteristics of dyslexia can often benefit from some of the same types of interventions and learning supports, using some of the same methods of implementation, as are provided to other students who are struggling with reading and with the development of other literacy skills. (See above within this section of this Plan for some examples.)

See generally ***Wisconsin's Informational Guidebook on Dyslexia and Related Conditions***, Wisconsin Department of Public Instruction (July 2021) (available on the District website)

Promotion Policy

Policy 345.46 (will be replaced with Neola Policy)

Summer Reading Support

Any student who has a Personal Reading Plan (PRP), will be invited to register for the summer school "Power Up Reading" course. Information will be sent to families in February 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.

- For students enrolled in 5K, adequate rate of progress for the purpose of exiting Personal Reading Plan are nonword or nonsense word fluency and phoneme segmentation fluency

- For students in Grades 1 and 2, adequate rate of progress for the purpose of exiting a Personal Reading Plan is oral reading fluency
- Students in Grade 3 must also score at the proficient (Meeting) level of the Forward Exam in the area of Reading*

One or more of the following conditions must be met in order for a student to exit a Personal Reading Plan:

- score at or above the 25th percentile on the screener
- Progress monitoring scores are at or near the student's aim line toward meeting their goal for a minimum of 6 weeks
- Classroom performance on formative assessments are meeting expectations
- Parent acknowledgment
- *For students in 3rd grade, a proficient score on the WI FORWARD Exam

*In grade 3, Wis. Stat. §§ 118.016 states that a student must score at grade-level on the reading portion of the Wisconsin Forward exam in grade 3 (118.016(5)(d)). Therefore, in grade 3, grade-level proficiency is determined by the student's performance on the reading portion of the Wisconsin Forward exam in grade 3.

Section 4: Family & Community Engagement

Family Notification Policy

State law requires this *Early Literacy Remediation Plan* to include a "**parent notification policy**." *See* § 118.016(6)(e). This section (including all of the subsections in this section) serves as that mandatory policy.

For emphasis and clarity, some of the parent notifications addressed in this section are also mentioned in other parts of this Plan. These notifications are sent through NextPath.

- Initial Notification of Universal Screener
- Results Letter
- Reading Plan Letter (sent through NextPath parent portal)
    - PRP Acknowledgment (or Next Path e-acknowledgement)

Specific Notifications Relating to Student Personal Reading Plans	**Parent Copy of a Personal Reading Plan; Parent Signature** • *Upon initial creation*. The district will promptly provide a copy of a personal reading plan that has been developed for an "at-risk" student to the student's parent. • *Upon changes to the plan*. The district will promptly notify the student's parent of any substantive modifications to a personal reading plan by providing a copy of the amendment(s) or an entire revised copy of the plan. • *Timing*. The district expects that a copy of an "at-risk" student's personal reading plan (or an amended plan) will normally be provided

to a parent within 5 school days after district staff have finalized the plan (or a substantive amendment to the plan).

- *Parent signature*. State law requires a parent to return a signed copy of the student's personal reading plan to the school. Unless otherwise required by the Department of Public Instruction, a signed acknowledgement of receipt of the plan shall be sufficient.

Parent Notification of Student Progress under a Personal Reading Plan

- *Initial 10-week progress report.* After the school has been providing the interventions described in an "at-risk" student's personal reading plan for 10 weeks, a member of the district's instructional staff shall prepare a written progress report and provide the report to the student's parent.
- *Subsequent reports of overall progress under a personal reading plan.*
    - Subject to a determination that the student has completed the plan, the initial 10-week progress report and each subsequent report of a student's overall progress under a personal reading plan shall specify a date by which the school will provide the next overall progress report.
    - The date of the next progress report shall normally be no later than a date that is promptly after the interventions have been provided for another 10 school weeks, but it may be an earlier date.
- *Content of progress reports.* The reports of overall progress described in this subsection will include at least the following content:
    - A summative determination as to whether the student is making an adequate or inadequate rate progress with their literacy skills under the personal reading plan. (Note: State law defines the term "inadequate rate of progress" and establishes criteria for measuring progress. *See* §§ 118.016(1)(g) and 118.016(5)(c).)
    - A brief summary of the information that supports the determination of the student's overall progress.
    - A statement of specific changes or recommendations that the school is making (if any) with respect to interventions, monitoring, etc.
    - Subject to a determination that the student has completed the personal reading plan, future progress reports will follow standard district schedules.

	Parent Notification of Completion of a Personal Reading Plan ● The district will promptly notify the student's parent if the district determines that a student has successfully completed a personal reading plan and that the student will "exit" the plan and interventions. **Parent Notification of Noncompletion of Personal Reading Plan as of the End of Third Grade**, as of the end of third grade, an "at-risk" student has **not** successfully completed a personal reading plan that was in place for the student during that third-grade school year, district staff shall make a determination of the student's status for the subsequent school year under applicable district policies and promptly inform the student's parent of **all** of the following: ● The noncompletion of the student's third-grade personal reading plan. ● The district's intended approach to reading instruction and support for the student in the subsequent school year. ● If the student is being promoted to fourth grade, any additional information that the district is required to provide under section 118.33(5m) of the state statutes and/or under the district's related **third-to-fourth-grade promotion policy**, once that policy has been adopted and takes effect. (Note: The district's approach to implementing section 118.33(5m) and the district's third-to-fourth-grade promotion policy, required beginning in the 2025-26 school year, are currently outside the scope of this Plan.)

Family and Community Engagement Strategies

1. Building Strong Home-School Connections

- **Literacy Workshops and Resources**:
  - **Family Literacy Nights**: provide families with strategies and resources to support reading at home. Topics might include reading aloud, phonics games, and building vocabulary.
  - **Take-Home Literacy Kits**: Provide families with take-home kits containing books, reading guides, and activities tailored to different reading levels, enabling them to reinforce literacy skills at home.
- **Regular Communication**:
  - **Monthly Newsletters**: Share tips on promoting literacy, updates on what students are learning in school, and recommended reading lists.
  - **Parent-Teacher Conferences**: Discussions on literacy progress, offering specific suggestions on how parents can support their child's reading development.

2. Community Involvement in Literacy Initiatives

- **Community Reading Programs**:
  - **Local Library Partnerships**: The district collaborates with our local libraries to organize reading programs, such as summer reading challenges and book lending services that promote literacy outside the school environment.

- **Volunteer Reading Mentors**: The district encourages community members to volunteer as reading mentors who visit the school to read with students, model fluent reading, and provide additional support to struggling readers.

3. Continuous Feedback and Collaboration

- **Surveys and Focus Groups**: The district gathers feedback from families and community members through surveys and focus groups to understand their needs, preferences, and suggestions for improving literacy support.
- **Ongoing Collaboration**: Encourage continuous dialogue between the school, families, and community partners to ensure that literacy initiatives are aligned with the needs and strengths of the community.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

Administrative Responsibility for Data Management and Reporting	The Director of Academic Services will have primary administrative responsibility for establishing and monitoring data-tracking procedures related to this *Early Literacy Remediation Plan.* The Director of Academic Services will have primary administrative responsibility for ensuring that the District annually reports assessment and intervention data to the Department of Public Instruction, as required by section 118.016(7).
Uses of the Data Directed Primarily by the Administrative Leadership Team and School Board	Under the direction of the Director of Academic Services, the Superintendent, and the School Board, assessment and intervention data related to this Plan will be used to help evaluate: 1. The district's **program of reading goals**, including to help determine the progress that the district is making for existing goals and to inform possible revisions to the district's reading goals. *See* § 118.015(4)(a). 2. The district adopted **academic standards** in reading, writing, and English language arts. *See* §§ 118.30(1g)(a)1 and 120.12(13). 3. The district's **budgetary needs** related to reading instruction, such as staffing, resources for professional development, and purchases of curricula, classroom instructional materials, and library materials. *See* § 118.015(4)(b).
Use in the Annual Curriculum Review Process	Under the direction of the Director of Academic Services, Elementary Principals, and the licensed reading specialist(s) charged with conducting an **annual evaluation of the district's reading curriculum** under section 118.015(3)(d) will consider assessment and intervention data related to this Plan as part of that evaluation process for at least K through 3rd grade.

Other Uses of the Data that will be Coordinated Primarily at an Administrative Level	Under the direction of the Director of Academic Services, and with the involvement of the district's licensed reading specialist(s) where appropriate, the district will use assessment and intervention data related to this Plan for the following: 1. As a component of the district's periodic review of its sequential curriculum plan for reading and language arts, including evaluating the relevant instructional materials. This district-level curriculum review team will meet annually in June to analyze data and determine whether there will be a curriculum decision analysis process during the following school year. 2. To help evaluate and improve the district's core set of instructional methods for teaching reading and early literacy skills, and to help evaluate the sound and consistent implementation of those core methods. 3. To evaluate the structure, quality, and implementation of the district's early literacy intervention systems and procedures, including any optional programs that can serve a remedial function. Intensive literacy support is offered K-5. 4. To inform the evaluation of any specialized programs or services within the district that connect to and affect literacy instruction such as SIPPS or UFLI, using disaggregated data if reasonably available and appropriate. 5. To identify reading achievement gaps that may be affecting specific student subgroups, and to assist in identifying recommendations or action steps that may assist in addressing those achievement gaps. 6. To identify and help remedy statistically significant differences in early literacy outcomes among different schools, programs or instructional settings within the District. 7. To inform recommendations and planning for educator training and professional development, which may include workshops or other training or coaching that will help classroom educators to analyze and directly use the district, school, or classroom assessment and intervention data to improve their professional practices. The district-level curriculum review committee utilizes this training and data to determine professional development needs. 8. To inform recommendations and planning for staffing allocations and to inform other aspects of staff management planning. 9. To inform the future annual review and evaluation of this *Early Literacy Remediation Plan*.