



Early Literacy Remediation Plan

Overview of WRPS Early Literacy Support Process

The Literacy Vision and Mission of Wisconsin Rapids Public Schools is that all students will engage in rigorous, diverse, and relevant literacy learning experiences to become culturally and civically responsible contributors to an ever-changing society.

WRPS students will:

- Read, write, speak, and listen in all curricular areas;
- Develop fluent reading and comprehension skills;
- Engage in a wide variety of reading purposes through diverse texts;
- Experience a variety of writing styles and techniques;
- Acquire effective communication and critical thinking skills;
- Demonstrate independence and motivation to take responsibility for their own learning;
- Display cultural responsiveness and collaborative practices.

We are committed to continuous improvement and providing the highest quality education to our students. We are also committed to using evidence-aligned reading instruction in our classrooms to ensure that all students are prepared for college, career and life as a skilled reader.

Universal Approach to High Quality Instruction

Amplify's Core Knowledge Language Arts (CKLA) program aligns with the mission of Wisconsin Rapids Public Schools (WRPS) by offering a research-based, culturally relevant instructional framework. CKLA integrates phonics, vocabulary, reading comprehension, and writing to build literacy progressively, supporting WRPS's commitment to rigorous and lifelong learning.

The curriculum includes diverse texts and perspectives, fostering cultural and civic responsibility while creating a respectful learning environment. CKLA's evidence-based practices enhance communication and critical thinking skills, encouraging student independence and motivation through structured support and differentiated instruction. Inclusivity is central to CKLA's approach, featuring differentiated instruction and multilingual materials to meet diverse needs, which aligns with WRPS's goal of a caring and respectful environment. CKLA also emphasizes positive behavior expectations, contributing to a supportive and motivating classroom culture.

By providing comprehensive instructional support and relevant content, CKLA ensures that every WRPS student can develop strong literacy skills and become a responsible, engaged member of society.

Strategic Early Literacy Assessment System

Reading Readiness Screener (Grades 4K-3)

- The WI Department of Public Instruction selected aimswebPLUS as their reading readiness screener. Please see the [WRPS Assessment Calendar](#) and the [Wisconsin Reading Readiness Assessment Matrix](#) for more detailed information regarding the assessments that will occur at each grade level.
 - 4K: Twice per school year
 - 5K-3: Three times per school year
- Parents and caregivers can expect to receive a letter within 15 days of the scoring of the statewide early literacy screener.
 - 4K: Reports will be delivered in the Fall and Spring
 - 5K-3: Reporting will be delivered in the Fall, Winter, and Spring
 - Please notify the district of your preferred language if other than English.

Diagnostic Assessments (Grades 5K-3)

- WRPS will be administering STAR Reading, aimswebPlus and/or Fastbridge subskill assessments to students who score below the 25th percentile on the reading readiness screener within 10 days of receiving screener results.
- The results from these diagnostic assessments will inform the teachers and reading interventionists about student goals identified in the Personal Reading Plans.
- For more information regarding the specific diagnostic process used, please see the [WRPS Assessment Calendar](#).

Student Supports

WRPS maintains a menu of reading interventions used in our [Equitable Multi-Levelled Systems of Support \(EMLSS\)](#) process. This reading intervention menu includes interventions used to support students with personal reading plans. Each intervention is progress monitored using an appropriate monitoring tool from Fastbridge unless otherwise noted.

Personal Reading Plans

Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan includes:

- a description of the science-based early literacy programming;
- early literacy assessment data;
- overall early literacy analysis;
- student goals and support plan;
- additional services to accelerate early literacy skills;
- recommendations for culturally relevant early literacy learning;
- record of attendance and progress; and a record of communication with parent/caregiver(s).

Family and Community Engagement

Family Notification Policy

Assessment results will be communicated to parents no more than 15 days after the assessment has been administered. The parent report will include:

- The student's overall score on the assessment
- The student's score in each early literacy skill category assessed by the assessment
- The student's percentile rank score on the assessment
- The definition of "at risk" and the score on the reading readiness assessment would indicate the student is "at risk".
- A parent-friendly description of the literacy skills the reading readiness assessment is designated to measure
- Information regarding the characteristics of dyslexia

Family & Community Engagement Strategies

This plan fosters active partnerships with families and communities, recognizing their critical role in achieving literacy success for every learner. By providing resources, creating opportunities for involvement, and maintaining open communication, the school ensures that literacy efforts are supported both at home and within the broader community.

Strategic Use of Data

In a Professional Learning Community (PLC), teachers use data to enhance instruction through a collaborative process. They start by collecting various types of data, such as student assessments and observations, to gauge learning progress. Next, teachers analyze this data to identify trends and gaps in student understanding. During PLC meetings, teachers share insights and reflect on instructional practices collectively. This collaboration helps in setting specific, measurable goals aimed at addressing identified needs.

Based on these goals, teachers adjust their instructional strategies, which might include modifying lesson plans or incorporating new teaching methods. They continuously monitor student progress to ensure that the changes are effective and make further adjustments as needed. Additionally, teachers identify areas for their own professional development, which PLCs often support through targeted learning opportunities. This data-driven, collaborative approach helps teachers refine their practices and improve student outcomes.

Under the direction of the Director of the Instruction, the district reading specialist charged with conducting an annual evaluation of WRPS reading curriculum and materials under section 118.015(3)(d) shall consider assessment and intervention data related to this plan as part of that evaluation process.