

Mill Creek Academy Early Literacy Remediation Plan

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Section 1: Introduction

Mill Creek Academy

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District Vision and Mission: Mill Creek Academy will be a welcoming school community sustained by a rigorous curriculum, parent partnerships, student-centered teaching, and a high level of moral focus.

Working in partnership with parents and the community, the school's purpose is to challenge each child to achieve. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations with the vision to better educate more children.

Early Literacy Vision Statement: Our vision includes an engaging, interactive, and routine-based ELA learning environment where students explore diverse cultures and topics through high-quality instruction and student-led learning. Our educators will utilize the gradual release of responsibility model, consistently maintaining high expectations, providing differentiated support, and employing interactive strategies to ensure students are equipped with the skills needed to meet grade-level standards. Through collaboration, collection of data, administering regular assessments, and giving meaningful feedback, we will create a culture of growth and achievement, ensuring all students receive the tiered multi-level system of support necessary for success in literacy across all content areas. As a unified team, we will work together—observing, shadowing, and reflecting—to foster a love for literacy and lifelong learning for every student.

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](#)

At the heart of our literacy program is a commitment to creating a culturally and linguistically responsive environment that values and celebrates the diverse experiences, languages, and backgrounds of all students. Our instructional framework is designed to be inclusive, equitable, and adaptable, ensuring that every student has access to high-quality, evidence-based literacy instruction that promotes both academic achievement and a lifelong love for learning.

Our curriculum is grounded in research-based practices and organized around a gradual release of responsibility model, allowing for explicit instruction, guided practice, and independent learning. Through carefully structured, routine-based lessons, we incorporate culturally relevant texts and materials that reflect the diverse identities and experiences of our student body, enabling them to see themselves in their learning while broadening their perspectives on the world. This approach not only enhances comprehension and engagement but also fosters empathy, critical thinking, and a deep appreciation for different cultures.

We employ a variety of evidence-based instructional practices, such as interactive read-alouds, shared reading, guided writing, and collaborative discussions, to actively engage students in their literacy development. These practices are paired with frequent assessments and student conferencing to inform instruction, allowing us to tailor our teaching to meet the unique needs and strengths of each learner. By using differentiated scaffolding and support within our universal instruction, we provide multiple entry points for students to access and master literacy skills, ensuring that all students are challenged and supported appropriately.

In our classrooms, positive behavior expectations are clearly communicated, modeled, and reinforced, creating a safe and nurturing environment where students feel empowered to take risks, share their ideas, and lead their learning. We utilize inclusive practices that encourage student voice, choice, and collaboration, ensuring that every student feels valued and respected. Through engaging, discussion-driven activities, we promote active participation and foster a sense of belonging, enabling students to develop strong oral language skills and build confidence in their literacy abilities.

Ultimately, our universal approach to literacy learning is built on the belief that every student has the potential to thrive. By providing consistent, high-quality tier 1 instruction, differentiated support, and meaningful feedback, we create a literacy-rich environment where all students can develop the skills, knowledge, and attitudes necessary to become confident, competent, and culturally aware members of society.

Section 2: Strategic Early Literacy Assessment System

| Reading Readiness Screeners | Parent/Caregiver Communication |
|--|---|
| <p>Statewide 4K Fundamental Skills</p> <p>Screening Assessment: <i>Pearson aimswebPLUS</i></p> <ul style="list-style-type: none"> Letter word sounds fluency (4K-1st grade): Measures a student’s letter sound knowledge. Your child will have one minute to say the sounds of visually presented letters, syllables, and words that they know. | <ul style="list-style-type: none"> Parents/caregivers can expect to receive a Personal Reading Plan (PRP) that will be sent within 15 days of the scoring of the statewide early literacy screener. Reports will be sent at any |

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| <ul style="list-style-type: none"> ● Initial sounds (4K-5K): Measures a student's phonemic awareness. Your child will be provided a page with four pictures. Your child will be asked to either point to a picture of a word that matches the initial sound the teacher says or make the initial sound of a word spoken by the teacher. This assessment will take 2-3 minutes. <p>Screening windows/dates:</p> <ul style="list-style-type: none"> ● Fall: No more than 45 days into the school year ● Winter: Not required ● Spring: No more than 45 days prior to the end of the school year | <p>time when the need arises for a PRP.</p> <ul style="list-style-type: none"> ● Please notify the school of your preferred language and mode of communication. |
| <p>Statewide 5K-3 Universal Screener</p> <p>Screening Assessment: <i>Pearson aimswebPLUS</i></p> <ul style="list-style-type: none"> ● Letter naming fluency (5K): Measures a student's knowledge of upper-and lower-case letters. Your child will have one minute to say the names of visually presented upper-and lowercase letters that they know. ● Letter word sounds fluency (4K-1st grade): Measures a student's letter sound knowledge. Your child will have one minute to say the sounds of visually presented letters, syllables, and words that they know. ● Initial sounds (4K-5K): Measures a student's phonemic awareness. Your child will be provided a page with four pictures. Your child will be asked to either point to a picture of a word that matches the initial sound the teacher says or make the initial sound of a word spoken by the teacher. This assessment will take 2-3 minutes. ● Phoneme segmentation (1st grade): Measures a student's phonemic awareness. Your child will listen to a word that is spoken by the teacher and then say each sound they hear in the word. This assessment will take 2-3 minutes. ● Auditory vocabulary (5K-1st grade): Measures a student's knowledge of words commonly found in 5-year old Kindergarten and Grade 1 reading materials. Your child will match a picture to an orally presented word. This assessment will take 2-4 minutes. ● Vocabulary (2nd- 3rd grade): Measures a student's knowledge of the meanings of grade-appropriate words. Your child will choose the meaning of target words by selecting from multiple choice options. This is an untimed, computerized assessment that typically takes 4-7 minutes. ● Oral reading fluency (1st-3rd grade): Measures a student's decoding skills. Your child will read two stories aloud, each for one minute. | <ul style="list-style-type: none"> ● Parents/caregivers can expect to receive a Personal Reading Plan (PRP) that will be sent within 15 days of the scoring of the statewide early literacy screener. ● Reports will be sent three times per year- fall, winter, and spring. ● Please notify the school of your preferred language and mode of communication. |

Screening windows/dates:

- Fall: August – November
- Mid-year: December – March
- Spring: March – July
- Forward Exam: March - April

Diagnostic Literacy Assessments

Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener in either the fall, winter, or spring, 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).

| Skill | Assessment description | 4K | K | 1 | 2 | 3 | |
|--|--|-----------------------|-----------------------|------------|----------------------------|---|------------|
| Phonemic Awareness | Measures a child’s ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. | Assessed in Screening | | | Informed by analysis of SP | | |
| Phonological Awareness | Evaluates a child’s broader ability to recognize and manipulate units of sound in spoken language, including syllables, onsets, rimes, and phonemes. | N/A | Assessed in Screening | | | | |
| Decoding | Evaluates a student’s understanding of the relationship between letters and sounds. | N/A | Assessed in Screening | | | | |
| Alphabet Knowledge/ Letter Name Knowledge | Measures how quickly and accurately a student can recognize and name letters. | N/A | Assessed in Screening | | | | |
| Letter Sound Knowledge | Measures a student’s ability to associate letters with their corresponding sounds. | Assessed in Screening | | | | | |
| Oral Vocabulary | Assesses a student’s understanding and expressive use of spoken words. | N/A | Assessed in Screening | | | | |
| R.A.N. - | Assesses a child’s ability to quickly name a series of familiar items, such as | N/A | RAN | RAN | | | RAN |

| | | | | | |
|--|---|-----|-----------------------------|-----------------------|-----------------------------|
| Rapid Automatic Naming | colors, objects, or letters. | | | | |
| Word Recognition | Evaluates a student's ability to recognize written words, both familiar and new, quickly and accurately. | N/A | WRF (Spring Only) | WRF | Informed by analysis of ORF |
| Spelling | Measures a child's ability to apply knowledge of phonics, word patterns, and rules to spell words correctly. | N/A | SP | | |
| Vocabulary | Assesses a student's understanding and use of words. | N/A | Assessed in Screening | | |
| Listening Comprehension | Assesses a student's ability to understand spoken language, including stories, instructions, or information presented orally. | N/A | LC | | |
| Oral Reading Fluency | Measures a child's ability to read a passage aloud accurately, quickly, and with proper expression. | N/A | N/A | Assessed in Screening | |
| Reading Comprehension | Evaluates how well a student understands and interprets written text. | N/A | N/A | N/A | Assessed in Screening |
| AimswebPlus Acronyms Explained: | | | | | |
| <ul style="list-style-type: none"> ● SP - Spelling ● VO - Vocabulary ● LNF - Letter Naming Fluency ● RAN - Rapid Automatic Naming ● LC - Listening Comprehension ● WRF - Word Reading Fluency ● ORF - Oral Reading Fluency ● SLA - Survey Level Assessment | | | | | |

Diagnostic Assessment Parent/Caregiver Communication

Parents/caregivers can expect to receive a notification from the school regarding their child's results on all screeners and diagnostics. The notification will be sent within 10 days of the Reading Readiness Screener. Please notify the school of your preferred language and mode of communication.

Section 3: Student Supports

| 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. | | |
|--|---|---|
| Literacy skill(s) | Intervention strategy or resource(s) | Strategies for weekly monitoring of progress |
| <ul style="list-style-type: none"> ● Phonemic Awareness ● Phonics ● Oral Reading Fluency ● Reading Comprehension ● Vocabulary ● Alphabet Knowledge ● Letter Sound Knowledge ● Decoding | McGraw Hill Reading Mastery Lexia Core 5 | <ul style="list-style-type: none"> ● AimswebPlus Weekly Progress Monitoring ● In program assessments ● Foundational Skills Assessments |
| <ul style="list-style-type: none"> ● Oral Reading Fluency ● Comprehension | Lexia Core5 McGraw Hill Corrective Reading | <ul style="list-style-type: none"> ● AimswebPlus Weekly Progress Monitoring ● In program assessments |

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;
 - record of communication with parent/caregiver(s)
- The school will provide a copy to families/caregivers no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by parent/teacher.
- Families/caregivers can expect to receive updates about the student's progress at least every 10 weeks.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

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

Promotion Policy

- [Promotion from Grade 3 to Grade 4](#)

Summer Reading Support

Mill Creek Academy has a summer reading support program.

- Summer reading support is targeted for students below the 25% and below on universal screening (aimswebPlus), NWEA and in class assessments and observation.
- Intervention programming (SRBI) Reading Mastery and Corrective Reading and it is based on where students fall with the placement assessments (often it is a continuation of services they've received. Lexia independent and guided skills practice is also a part of that support.
- For those students not meeting grade level proficiency, we will adjust the intensification of any current intervention and provide resources for families to continue the targeted work at home.
- First notification of the need for summer support is during spring parent teacher conferences, formal invitations are sent mid-April.
- Good cause exemptions from summer school are discussed throughout the school year and with families during parent teacher conferences. All good cause exemptions are discussed with the administration.
- Teachers are able to provide updates via SchoolConnect and a weekly paper progress report will come home at the end of the week. That would be reflective of the progress monitoring outcomes and skills focused on.

Exit Criteria

General Exit Criteria

- A personalized reading plan is considered complete when Mill Creek Academy and parents or families decide that the child has met the goals of the plan and has shown an adequate rate of progress according to grade-specific measures. Act 20 states that to exit a personalized reading plan, a child must demonstrate adequate rate of progress in reading development according to grade-specific measures. Personalized reading plan and progress monitoring goals will be ambitious, to close the gap as soon as possible.

Exit Criteria for Grade 5K

- For children enrolled in 5K, adequate rate of progress for the purpose of exiting a personalized reading plan are nonword or nonsense word fluency and phoneme segmentation fluency. Students can exit a personalized reading plan in the fall, winter, spring, or after 10 full weeks of targeted intervention. Grade 5K students can also exit a personalized reading plan if *both* their LWSF and LNF composite score is above the cut score listed below.

Exit Criteria for Grades 1 and 2

- For children enrolled in grades 1 or 2, an adequate rate of progress for the purpose of exiting a personalized reading plan is oral reading fluency. Students can exit a personalized reading plan in the fall, winter, spring, or after 10 full weeks of targeted intervention. Benchmark scores for oral reading fluency are listed below.

Exit Criteria for Grade 3

- For children enrolled in grade 3, an adequate rate of progress for the purpose of exiting a personalized reading plan is oral reading fluency and a proficient level score on the state summative assessment (Forward Exam) in the area of reading. Students can exit a personalized reading plan in the fall, winter, spring, or after 10 full weeks of targeted intervention. Benchmark scores for oral reading fluency are listed below.

| | Grade 5K | | | Grade 1 | | | Grade 2 | | | Grade 3 | | |
|------|----------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|
| | F | W | S | F | W | S | F | W | S | F | W | S |
| LWSF | <1 | <18 | <31 | | | | | | | | | |
| LNF | <6 | <26 | <36 | | | | | | | | | |
| ORF | | | | <5 | <18 | <26 | <23 | <45 | <61 | <46 | <69 | <81 |

Parent/Caregiver Agreement

- Parents/Caregivers will be notified when their child is eligible to exit a personalized reading plan. It will include multiple data sources such as attained goals, progress monitoring data, and proof of adequate progress. Parents/Caregivers will be expected to acknowledge the notification to the school district.

Section 4: Family and Community Engagement

Family Notification Policy

Parent/Caregiver Notification

- Parents/Caregivers will receive a notification of their child’s Reading Readiness Assessment and Diagnostic Screener. Acknowledgement of the notification will include the parent signature page.

Description of Literacy Skills in the Reading Readiness Screener

- Act 20 states that learners in 4K must be evaluated on phonemic awareness and letter sound knowledge. Act 20 states that learners in 5K through grade 3 must be evaluated on phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, and oral vocabulary.

Dyslexia/Special Education Information

- Mill Creek Academy supports the WI guidance regarding students with Dyslexia. This information can be found [here](#).
- Mill Creek Academy provides special education information with families/caregivers of students whose diagnostic assessment results indicate “at-risk” status.

Family & Community Engagement Strategies

Recommendations for Parent(s)/Caregiver(s) from School Professionals:

- Encourage Daily Reading Practice
- Discuss Stories and Ask Open-Ended Questions
- Practice Phonics and Word Recognition

- Build Vocabulary with Real-Life Context
- Encourage Writing at Home
- Use Provided Home Practice Materials
- Support Oral Language and Storytelling
- Celebrate Progress and Provide Positive Reinforcement
- Provide a Print-Rich Environment at Home
- Ask Teachers for Feedback and Support

Recommendations for Additional Services & Resources in the Community:

- [Waukesha Public Library](#)

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

The school board or operator of the independent charter school utilizes a systematic approach to analyze assessment data to evaluate and enhance early literacy instruction. This plan ensures alignment with statutory requirements, including the annual evaluation of the comprehensive literacy curriculum by the district reading specialist.

By systematically leveraging assessment data and the expertise of the curriculum and instruction team and the administration the school board ensures that early literacy instruction is data-driven, equitable, and continuously improving. This process aligns with statutory requirements and fosters a culture of high-quality literacy instruction to support all students' success.

| Plan Components | |
|---|---|
| Data Collection and Analysis | <u>Screening and Benchmark Assessments</u> : Students are assessed three times per year using universal screening tools to measure foundational literacy skills, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. |
| | <u>Progress Monitoring</u> : Students receiving interventions are monitored biweekly or monthly to track their growth and the effectiveness of instruction. |
| | <u>Summative Assessments</u> : State and district-level assessments provide cumulative data on students' literacy performance at the end of the year. |
| Collaborative Review and Evaluation of Literacy Instruction | <u>Data Teams</u> : Educators, interventionists, and administrators meet regularly to review assessment data, identify trends, and pinpoint gaps in instructional practices. |
| | <u>Professional Development</u> : Assessment outcomes inform targeted professional development for teachers, emphasizing evidence-based literacy practices. |
| Role of the Curriculum Specialist | <u>Curriculum Review</u> : Using assessment data, the specialist identifies the strengths and weaknesses of the current curriculum in addressing diverse learners' needs. |

| | |
|----------------------------------|---|
| | <p><u>Alignment Check:</u> Ensures the curriculum aligns with state standards and evidence-based literacy practices.</p> |
| | <p><u>Feedback Collection:</u> Gathers input from teachers and administrators on curriculum implementation and effectiveness.</p> |
| | <p><u>Report and Recommendations:</u> Prepares a formal report that includes data-driven recommendations for improving curriculum materials, instructional strategies, and intervention approaches.</p> |
| Implementation of Findings | <p><u>Curriculum Adjustments:</u> Assessment data and the specialist's evaluation inform decisions on adopting or refining literacy curricula and resources.</p> |
| | <p><u>Intervention Revisions:</u> The results guide adjustments to intervention programs to better address student needs.</p> |
| | <p><u>Continuous Improvement:</u> The plan incorporates a cycle of assessment, evaluation, and instructional refinement to ensure sustained literacy growth.</p> |
| Communication and Accountability | <p><u>Reporting to Stakeholders:</u> Assessment results and curriculum evaluation findings are shared with the school board, teachers, and families to maintain transparency and accountability.</p> |
| | <p><u>Progress Monitoring:</u> The school board tracks implementation of recommendations and monitors improvement in student literacy outcomes over time.</p> |