



Lake Country Classical Academy

Early Literacy Remediation Plan

Section 1: Introduction

Lake Country Classical Academy (LCCA) Early Literacy Plan

Publication date: June 30, 2025

The mission of Lake Country Classical Academy (LCCA) is to train the minds and improve the hearts of young people through a content-rich, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

This Early Literacy Remediation Plan, which is required by state law, addresses reading instruction, assessment, and remediation with a primary, but not exclusive, focus on five-year-old kindergarten through third grade. See [§ 118.016\(6\)](#).

The Plan is intended to help LCCA staff to:

- Achieve established goals for student learning within our literacy program.
- Identify students who may be developing in their literacy development.
- Structure and provide literacy-related interventions and learning support to students who have an identified need.

Additionally, this plan is to provide parents, guardians, and other caregivers with information about:

- The reading readiness and early literacy assessments that LCCA administers to students in kindergarten through third grade.
- How LCCA staff uses the results of reading readiness assessments and other information to plan and provide instructional interventions and added learning support for individual students, if needed.
- The notices that LCCA provides to families about the results of student assessments, as well as other communications that families may receive about their child's reading skills and literacy development.

Note: As further explained in the "Parent Notifications" section (below), the term "parent," when used in this Plan, should be understood to include legal guardians and certain other caregivers acting as a child's parent for school purposes."

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners (Pearson aimswebPlus)

Reading Readiness Screeners will be administered in Fall, Winter, and Spring during the required timeframes. Results will be communicated with parents within 15 days of the scoring of the screener.

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 (5K-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 (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.

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.

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.

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.

Oral reading fluency (1st-3rd grade): Measures a student's decoding skills. Your child will read two stories aloud, each for one minute.

Diagnostic Literacy Assessments (FastBridge Subtests)

Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener or who are referred for additional testing by a teacher or parent/caregiver. Act 20 requires that a diagnostic assessment include all of the specific literacy subskills enumerated in Act 20 and meets the technical specifications in Act 20.

Rapid Automatized Naming (K-3rd): Measures a student's ability to rapidly name colors.

earlyReading Composite (K-1): Measures a student's reading development. It is designed to predict the student's ability to successfully read connected text.

earlyReading Oral Repetition (K-1): Measures a student's phonemic awareness.

AUTOreading Word Identification (1-3): Measures a student's ability to accuracy and automatically identify frequently occurring words.

AUTOreading Encoding (1-3): Measures a student’s ability to accurately and automatically encode words.

AUTOreading Vocabulary (2-3): Measures a student’s knowledge of tier two vocabulary.

Statewide Assessments (3rd Grade – Wisconsin Forward Exam)

Students in third grade will also take the Forward Exam. Students who score at or above grade-level on the reading portion of the test may be dismissed from their personalized reading plan. The Forward Exam is administered in the spring of each school year during a testing period established annually by the Wisconsin Department Public of Instruction.

Wisconsin Forward ELA Summary

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\(1\)\(r\)](#). The test is research-based. The ELA part of the Forward Exam includes sections that cover reading, language, and writing. 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 state of WI estimates that it will typically take a combined total of about 115 minutes for a student to complete the ELA sections of the Forward Exam.

Section 3: Student Supports

LCCA provides evidence-based interventions that are explicit and systematic. They are available for all students in need of additional support. Individualized instruction meets the specific needs of a student in a setting that uses intensive, highly concentrated instruction methods and materials that maximize pupil engagement. Targeted literacy skills may include phonological awareness, alphabet knowledge, encoding, decoding, vocabulary, comprehension, and oral reading fluency. Student-specific goals are developed, and progress is monitored weekly.

Personal Reading Plans

Students who score below the 25th percentile on the reading readiness screener are considered “at risk”. For students in 5k, this includes letter naming fluency and letter word sound fluency. For grades 1-3, “at risk” refers to oral reading fluency. Students scoring below the 25th percentile will receive a personalized reading plan. This plan includes student-specific information regarding the following:

- Early literacy skill deficiencies, as identified by the applicable assessment(s)
- Goals and/or benchmarks for measuring progress towards grade-level literacy skills
- Description of how progress will be monitored each week
- Description of interventions that will be provided
- Strategies for families to help promote carryover and student growth
- Any additional services or supports
- Timeline for implementation

Parents will receive a copy of the student’s reading plan and will be updated on their student’s progress at least every 10 weeks.

Summer Reading Support

LEAs are required to offer an intensive summer reading program to learners promoted to 4th grade who are still on a personal reading plan. LEAs are required to offer an intensive summer reading program to those learners each year until each learner achieves a proficient score on the state standardized assessment of reading [\(§118.33\(5m\)\(a\)3\)](#). See the [LCCA 3rd to 4th Grade Promotion Policy](#) for details and exceptions.

Exit Criteria

In 5K through grade 2, students may be dismissed from their personalized reading plan when the student:

- scores above the 25th percentile on the Reading Readiness screener
- has met the goal(s) outlined in their personal reading plan
- has continued to make progress in the area of literacy based on several data points
- is recommended for release from intervention by the school-based team members

In 3rd grade, students may be dismissed from their personalized reading plan when:

- The student has met the goal(s) outlined in their personal reading plan
- The student scores at or above grade-level on the reading portion of the Wisconsin Forward exam in grade 3 ([§ 118.016\(5\)\(d\)](#)).

Section 4: Family and Community Engagement

Family Notification Policy

Families will be notified of the Act 20 assessment windows and projected test dates at least annually, with reminders from classroom teachers closer to the date of each assessment. Results of the screener, any subsequent diagnostic assessments, and a reading plan for students scoring below the 25th percentile will be communicated within 15 days of the scoring of the screener. Information shared with parents will also include a plain language description of all assessments, and information about, “at-risk” status, dyslexia, and special education referrals.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

LCCA may use 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 (or the applicable sub-score(s)) may be used to evaluate the student’s progress and to determine whether the student has successfully completed the reading plan.
- Even if a student does not have a personal reading plan in place at the time that LCCA receives the Forward Exam results, LCCA will identify and provide appropriate interventions or remedial reading services if LCCA determines that either of the following applies:
 - The student has failed to score above the state minimum performance standard on the applicable ELA/reading portion of the Forward Exam and it is determined that the student’s test performance accurately reflects the student’s reading ability.
 - The student has not met the minimum performance benchmarks that show that the student is meeting the grade-level reading objectives that are specified in LCCA’s reading curriculum plan. The results of the Forward Exam serve as one indicator that may be used to make this determination.

In addition, LCCA will use results of the aforementioned screeners and assessments, in conjunction with classroom performance and district measures, to continually evaluate individual student growth and achievement of early literacy skills. Results will be considered when evaluating curriculum and instruction, at least annually. Furthermore, LCCA will ensure that all required data is reported annually to DPI.

Section 6: Links to Resources

<i>Wisconsin's Informational Guidebook on Dyslexia and Related Conditions</i>
https://dpi.wi.gov/reading/dyslexiaguidebook
Promotion Policy
LCCA 3rd to 4th Promotion Policy
Standards
<p>Links to standards:</p> <ul style="list-style-type: none">• 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