



Early Literacy Remediation Plan

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School District of Greenfield Mission Statement

The School District of Greenfield believes all learning begins with meaningful relationships. Our mission is to develop learners who can apply knowledge and think innovatively as a result of engaging in rigorous and relevant opportunities.

School District of Greenfield Vision for Elementary Literacy

Our overarching goal is application of foundational skills and transfer of learning in authentic and meaningful contexts. We are committed to knowing each of our students, empowering them to be competent, confident, motivated, joyful, thoughtful, and inspired readers and writers.

We believe, in both our words and our actions, that:

- Literacy is a necessary life skill for all students to become thoughtful, confident, engaged, and empowered citizens.
- Reading and writing are complex processes in which students match oral language with print to make meaning.
- Teaching requires a collective and collaborative system, ensuring a comprehensive, differentiated, and responsive approach.
- All children deserve engaging, compelling, and diverse texts and learning experiences to capture their interest, represent their backgrounds, and grow their literacy skills, and knowledge about the world.
- It is our responsibility as educators to equip all children with the evidence-based tools and experiences they need to learn to effectively read and write.

Universal Approach to High Quality Instruction

Based on our mission and vision, we use *Benchmark Ready to Advance* as our primary instructional resource for literacy in 4K and *Benchmark Advance* as our primary instructional resource for literacy in grades 5K-5. Our primary resource for literacy instruction reflects a comprehensive view of current and confirmed research into how students learn to read using the Science of Reading.

[Link to Standards and Frameworks](#)

Strategic Early Literacy Assessment System

A strategic early literacy assessment system is a comprehensive approach to evaluating students' reading and writing skills. The results of these assessments provide valuable information for teachers to tailor their instruction to support targeted areas of need.

Universal Screener

A universal screener is a brief assessment tool used to identify students who may need additional academic support. These assessments are administered to all students in grades four-year-old kindergarten (4K) through third grade in order to identify potential learning gaps. Students in grade 4K are assessed in the fall and spring. Students in grades Kindergarten (5K) through third grade are assessed in fall, midyear and spring.

4K Universal Screener		
Fall	Midyear	Spring
<u>AimswebPlus</u> Initial Sounds (IS)	N/A	<u>AimswebPlus</u> Initial Sounds (IS) Letter Word Sounds Fluency (LWSF)
<i>Diagnostic assessments and Personal Reading Plan (PRP) are not required for 4K students even if they score below the 25th percentile.</i>		

Kindergarten Universal Screener <i>*composite percentile created</i>		
Fall	Midyear	Spring
<u>AimswebPlus</u> Initial Sounds (IS) *Letter Word Sound Fluency (LWSF) *Letter Naming Fluency (LNF) Auditory Vocabulary (AV)	<u>AimswebPlus</u> Phoneme Segmentation (PS) Nonsense Word Fluency (NWF) *Letter Word Sounds Fluency (LWSF) *Letter Naming Fluency (LNF) Auditory Vocabulary (AV)	<u>AimswebPlus</u> Phoneme Segmentation (PS) Nonsense Word Fluency (NWF) *Letter Word Sounds Fluency (LWSF) *Letter Naming Fluency (LNF) Auditory Vocabulary (AV)
<i>If a student scores below the 25th percentile on the composite, diagnostic assessments are administered to identify the area of need.</i>		

First Grade Universal Screener <i>*composite percentile created</i>		
Fall	Midyear	Spring
<u>AimswebPlus</u> Phoneme Segmentation (PS) Letter Naming Fluency (LNF) Letter Word Sounds Fluency (LWSF) Auditory Vocabulary (AV) *Nonsense Word Fluency (NWF) *Word Reading Fluency (WRF) *Oral Reading Fluency (ORF)	<u>AimswebPlus</u> Auditory Vocabulary (AV) *Nonsense Word Fluency (NWF) *Word Reading Fluency (WRF) *Oral Reading Fluency (ORF)	<u>AimswebPlus</u> Auditory Vocabulary (AV) *Nonsense Word Fluency (NWF) *Word Reading Fluency (WRF) *Oral Reading Fluency (ORF)
<i>If a student scores below the 25th percentile on the composite, diagnostic assessments are administered to identify the area of need.</i>		

Second & Third Grade Universal Screener <i>*composite percentile created</i>		
Fall	Midyear	Spring
<u>AimswebPlus</u> Vocabulary (VO) *Oral Reading Fluency (ORF) Reading Comprehension (RC)	<u>AimswebPlus</u> Vocabulary (VO) *Oral Reading Fluency (ORF) Reading Comprehension (RC)	<u>AimswebPlus</u> Vocabulary (VO) *Oral Reading Fluency (ORF) Reading Comprehension (RC)
<i>If a student scores below the 25th percentile on the composite, diagnostic assessments are administered to identify the area of need.</i>		

Diagnostic Assessments

After administering aimswebPlus, the District utilizes the Collaborative Problem Solving Model to analyze the data and assess which students need additional support. Act 20 requires any student beneath the 25th percentile on the composite for K-1 and Oral Reading Fluency assessment in grades 2-3 to be flagged for further investigation. For students below the 25th percentile in a particular school year, all available subtests are reviewed and the appropriate diagnostic assessments are administered in order to formulate a Personal Reading Plan (PRP). Once a student has a PRP, every subsequent administration of the screener is an opportunity to engage in updated diagnostic assessments and a related revision of the PRP.

Collaborative Problem Solving Model

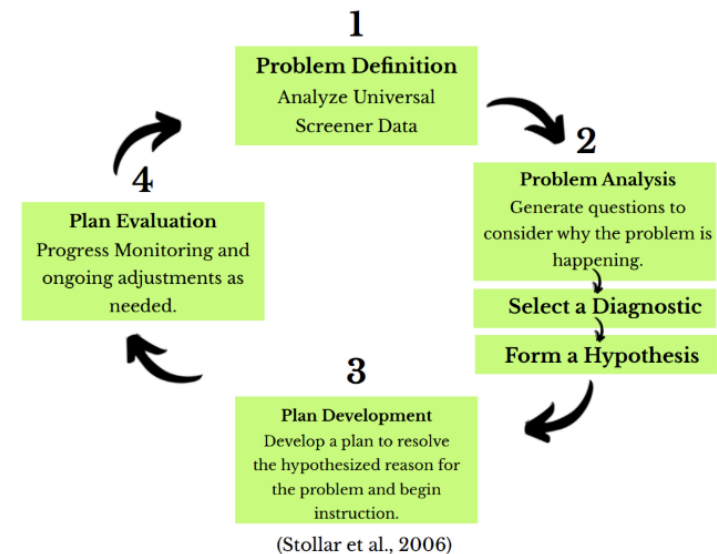
Step 1: Analyze universal screener data at a school, grade, and classroom level to identify the problem.

Step 2: Analyze why the problem is occurring by generating questions. Use diagnostic assessments to gather more information.

Step 3: Use the data from the diagnostic to target instruction and begin the Personal Reading Plan.

Step 4: Monitor progress of instruction to inform decisions to support reading growth.

Resources: [CESA Assessment Guidance](#); [CESA Diagnostic Guidance](#)



Diagnostic Assessments by Grade Level

Kindergarten Diagnostic Assessments (AimswEBPlus)		
Fall	Midyear	Spring
Listening Comprehension (LC) Spelling (SP) Phoneme Segmentation (PS)	Listening Comprehension (LC) Spelling (SP) Initial Sounds (IS)	Listening Comprehension (LC) Spelling (SP) Word Reading Fluency (WRF) Initial Sounds (IS)

First Grade Diagnostic Assessments (AimswEBPlus)		
Fall	Midyear	Spring
Spelling (SP) Listening Comprehension (LC)	Phoneme Segmentation (PS) Listening Comprehension (LC) Spelling (SP) Letter Word Sounds Fluency (LWSF)	Phoneme Segmentation (PS) Listening Comprehension (LC) Spelling (SP) Letter Word Sounds Fluency (LWSF)

Second & Third Grades Diagnostic Assessments (AimswEBPlus)		
Fall	Midyear	Spring
Letter Naming Fluency (LNF) Spelling (SP) Listening Comprehension (LC) Nonsense Word Fluency (NWF)	Letter Naming Fluency (LNF) Spelling (SP) Listening Comprehension (LC) Nonsense Word Fluency (NWF)	Letter Naming Fluency (LNF) Spelling (SP) Listening Comprehension (LC) Nonsense Word Fluency (NWF)

Assessment Timeline

Below is a timeline of what families can expect regarding universal screeners, diagnostic assessments, and Personal Reading Plans.

Fall Assessment Timeline	
Screener	Completed within 45 days of the first day of school
Diagnostics	Completed by the second Friday of November
Personal Reading Plan (PRP)	Completed by the third Friday of November

Midyear and Spring Assessment Timeline	
Screener	Midyear (December/January); Spring (prior to 45 days of last day of school)
Diagnostics	Given within 10 days of the screener
Personal Reading Plan (PRP)	Created within 15 days of the screener

Family Communication Regarding Screener & Diagnostic Assessments

With the belief that teaching requires a collective and collaborative system, the District commits to continuous communication. Families can expect the following timeline regarding universal screeners and diagnostic assessments. For students with a Personal Reading Plan (PRP), communication with families is ongoing and will occur at least every 10 weeks. In addition, parents must acknowledge receipt each time the Personal Reading Plan (PRP) is updated.

Assessment Window	Communication	Communication Platform
Fall	Prior to testing, the Early Reading Screener Letter (grades 4K-3) will be sent to families.	ParentSquare
	After the Reading Screener has been administered, the Screener Results Message will be sent.	ParentSquare
	Families receive an email with a secure link provided by NextPath for direct login to access results.	NextPath
	For students requiring diagnostic assessments, results and the Personal Reading Plan (PRP) will be communicated by the third Friday of November.	NextPath
	Family History Survey is sent to families for students beginning a Personal Reading Plan (PRP).	NextPath
Midyear and Spring	Testing dates are shared with families prior to testing.	ParentSquare
	After the Reading Screener has been administered, the Screener Results Message will be sent.	ParentSquare
	Families receive an email with a secure link provided by NextPath for direct login to access results.	NextPath
	For students requiring diagnostic assessments, results and the Personal Reading Plan (PRP) will be communicated 15 days after screener administration.	NextPath
	Family History Survey is sent to families for students beginning a Personal Reading Plan (PRP).	NextPath
	Families are notified if a student is exiting a Personal Reading Plan (PRP).	NextPath

Student Supports

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.

[Informational Guidebook on Dyslexia and Related Conditions | Wisconsin Department of Public Instruction](#)

Evidence Based Intervention Programs & Instructional Routines

Name of Intervention	Area(s) of Reading Addressed	Description of Intervention	Progress Monitoring	Grade Level
Blending Lines (CESA 6)	<input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabetic Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	Blending Lines supports students with the important phoneme-grapheme work necessary to develop skilled readers. Blending Lines encourages students to look closely at the letters in a word due to each word containing a minimal change. It can be used with students in their classroom as part of a phonics lesson, for both decoding and encoding practice. It can also be used as a high leverage practice in small groups or as an intervention.	<u>Kindergarten (5K)</u> Initial Sounds (IS) weekly, Nonsense Word Fluency (NWF) and/or Phoneme Segmentation (PS) monthly <u>1st Grade</u> Oral Reading Fluency (ORF)	<input checked="" type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> First <input type="checkbox"/> Second <input type="checkbox"/> Third <input type="checkbox"/> Fourth <input type="checkbox"/> Fifth
Heggerty Bridge the Gap	<input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input type="checkbox"/> Alphabetic Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	Bridge the Gap is a series of systematic phonemic awareness intervention lessons for students in 2nd grade and above. The lessons can be used in small groups or with individual students who struggle to decode words automatically.	Oral Reading Fluency (ORF)	<input type="checkbox"/> Kindergarten <input type="checkbox"/> First <input checked="" type="checkbox"/> Second <input checked="" type="checkbox"/> Third <input checked="" type="checkbox"/> Fourth <input checked="" type="checkbox"/> Fifth
Heggerty Phonemic Awareness	<input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input type="checkbox"/> Alphabetic Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	Daily phonemic awareness lessons to build phonemic awareness proficiency through explicit and engaging lessons. The lessons can be done in small groups or individually.	<u>Kindergarten (5K)</u> Initial Sounds (IS) weekly, Nonsense Word Fluency and/or Phoneme Segmentation (PS) monthly <u>1st & 2nd Grade</u> Oral Reading Fluency (ORF)	<input checked="" type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> First <input checked="" type="checkbox"/> Second <input type="checkbox"/> Third <input type="checkbox"/> Fourth <input type="checkbox"/> Fifth

Name of Intervention	Area(s) of Reading Addressed	Description of Intervention	Progress Monitoring	Grade Level
High Leverage Routines	<input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Decoding <input checked="" type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabetic Knowledge <input checked="" type="checkbox"/> Oral Language and Vocabulary <input checked="" type="checkbox"/> Oral Reading Fluency <input checked="" type="checkbox"/> Comprehension	The High-Leverage Instructional Routines Toolkit aligns with and supports the word recognition and the language comprehension components of the reading rope for skilled reading.	<u>Kindergarten (5K)</u> Initial Sounds (IS) weekly, Nonsense Word Fluency and/or Phoneme Segmentation (PS) monthly <u>1st through 5th Grade</u> Oral Reading Fluency (ORF)	<input checked="" type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> First <input checked="" type="checkbox"/> Second <input checked="" type="checkbox"/> Third <input checked="" type="checkbox"/> Fourth <input checked="" type="checkbox"/> Fifth
Interactive Read Aloud	<input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input type="checkbox"/> Alphabetic Knowledge <input checked="" type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input checked="" type="checkbox"/> Comprehension	Interactive read-alouds (IRA) can be done in a whole group or small group setting. In an IRA, the teacher reads aloud a text, stopping purposefully and planfully to engage students in thinking, talking, and responding to the text. Students actively participate to support comprehension, vocabulary development and other literacy skills.	<u>Kindergarten (5K)</u> Initial Sounds (IS) weekly, Nonsense Word Fluency and/or Phoneme Segmentation (PS) monthly <u>1st through 5th Grade</u> Oral Reading Fluency (ORF)	<input checked="" type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> First <input checked="" type="checkbox"/> Second <input checked="" type="checkbox"/> Third <input checked="" type="checkbox"/> Fourth <input checked="" type="checkbox"/> Fifth
Lexia	<input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Decoding <input checked="" type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabetic Knowledge <input checked="" type="checkbox"/> Oral Language and Vocabulary <input checked="" type="checkbox"/> Oral Reading Fluency <input checked="" type="checkbox"/> Comprehension	Lexia uses an adaptive approach, providing explicit and systematic instruction in six areas: <ul style="list-style-type: none"> ● Phonological awareness ● Phonics ● Structural Analysis ● Fluency ● Vocabulary ● Comprehension 	<u>Kindergarten (5K)</u> Initial Sounds (IS) weekly, Nonsense Word Fluency and/or Phoneme Segmentation (PS) monthly <u>1st through 5th Grade</u> Oral Reading Fluency (ORF)	<input checked="" type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> First <input checked="" type="checkbox"/> Second <input checked="" type="checkbox"/> Third <input checked="" type="checkbox"/> Fourth <input checked="" type="checkbox"/> Fifth

Name of Intervention	Area(s) of Reading Addressed	Description of Intervention	Progress Monitoring	Grade Level
Orton Gillingham	<input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Decoding <input checked="" type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabetic Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	Orton Gillingham is a direct, multisensory teaching approach paired with systematic, sequential lessons focused on phonics.	<u>Kindergarten (5K)</u> Initial Sounds (IS) weekly, Nonsense Word Fluency and/or Phoneme Segmentation (PS) monthly <u>1st through 5th Grade</u> Oral Reading Fluency (ORF)	<input checked="" type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> First <input checked="" type="checkbox"/> Second <input checked="" type="checkbox"/> Third <input checked="" type="checkbox"/> Fourth <input checked="" type="checkbox"/> Fifth
Repeated Readings	<input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input type="checkbox"/> Alphabetic Knowledge <input checked="" type="checkbox"/> Oral Language and Vocabulary <input checked="" type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	Reading a text multiple times to support accuracy, pace and expression.	Oral Reading Fluency (ORF)	<input type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> First <input checked="" type="checkbox"/> Second <input checked="" type="checkbox"/> Third <input checked="" type="checkbox"/> Fourth <input checked="" type="checkbox"/> Fifth
Sonday	<input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabetic Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	Sonday is a comprehensive intervention program for small-group instruction that targets the skills students need to read and spell multisyllabic words.	Oral Reading Fluency (ORF)	<input type="checkbox"/> Kindergarten <input type="checkbox"/> First <input checked="" type="checkbox"/> Second <input checked="" type="checkbox"/> Third <input checked="" type="checkbox"/> Fourth <input checked="" type="checkbox"/> Fifth

Name of Intervention	Area(s) of Reading Addressed	Description of Intervention	Progress Monitoring	Grade Level
Sound Partners	<input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabetic Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	Sound Partners is a phonics based intervention program using scaffolded instruction with decodable texts.	<u>Kindergarten (5K)</u> Initial Sounds (IS) weekly, Nonsense Word Fluency and/or Phoneme Segmentation (PS) monthly <u>1st through 3rd Grade</u> Oral Reading Fluency (ORF)	<input checked="" type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> First <input checked="" type="checkbox"/> Second <input checked="" type="checkbox"/> Third <input type="checkbox"/> Fourth <input type="checkbox"/> Fifth
UFLI	<input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabetic Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	UFLI Foundations is an explicit and systematic program that teaches students the foundational 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.	<u>Kindergarten (5K)</u> Initial Sounds (IS) weekly, Nonsense Word Fluency and/or Phoneme Segmentation (PS) monthly <u>1st through 5th Grade</u> Oral Reading Fluency (ORF)	<input checked="" type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> First <input checked="" type="checkbox"/> Second <input checked="" type="checkbox"/> Third <input checked="" type="checkbox"/> Fourth <input checked="" type="checkbox"/> Fifth
Wilson	<input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabetic Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input checked="" type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	Wilson is a reading and writing program designed to help individuals, especially those with language-based learning disabilities like dyslexia, improve their reading and spelling skills. It is a systematic and structured approach to teaching the structure of the English language, focusing on decoding, encoding, and the study of word elements.	Oral Reading Fluency (ORF)	<input type="checkbox"/> Kindergarten <input type="checkbox"/> First <input checked="" type="checkbox"/> Second <input checked="" type="checkbox"/> Third <input checked="" type="checkbox"/> Fourth <input checked="" type="checkbox"/> Fifth

Assessment Description & Detail

For reference, AimswebPlus measures are briefly described below.

Assessment Name	Assessment Description
Initial Sounds (IS)	Initial Sounds measures a student's ability to match a word to the initial sound made by the examiner (receptive) and the ability to produce the initial sound when a word is spoken (expressive).
Letter Word Sounds Fluency (LWSF)	Letter Word Sounds Fluency measures a student's ability to make letter sounds, make the sounds of two-letter combinations, and read aloud consonant-vowel-consonant (CVC) words.
Phoneme Segmentation (PS)	Phoneme Segmentation measures a student's ability to identify and make each individual sound within a word that is spoken by the examiner.
Nonsense Word Fluency (NWF)	Nonsense Word Fluency measures a student's ability to make individual letter sounds and make letter sounds in groups of two or three (i.e., nonsense words).
Letter Naming Fluency (LNF)	Letter Naming Fluency measures a student's knowledge of uppercase and lowercase letter names.
Auditory Vocabulary (AV)	Auditory Vocabulary measures a student's knowledge of words commonly found in Kindergarten and Grade 1 reading materials.
Phoneme Segmentation (PS)	Phoneme Segmentation measures a student's ability to identify and make each individual sound within a word that is spoken by the examiner.
Word Reading Fluency (WRF)	Word Reading Fluency measures a student's familiarity with both regularly and irregularly spelled words used frequently in Kindergarten and Grade 1 print materials.
Oral Reading Fluency (ORF)	Oral Reading Fluency measures how quickly and accurately a student can read fictional texts aloud.
Vocabulary (VO)	Vocabulary measures the range of a student's knowledge of grade-appropriate words.
Listening Comprehension (LC)	Listening Comprehension measures a student's ability to understand text presented orally.
Spelling (SP)	Spelling assesses a student's ability to spell a grade appropriate list of words.

Personal Reading Plan (PRP)

Students who score below the 25th percentile on the reading readiness screener will receive a Personal Reading Plan (PRP).

Personal Reading Plans include the following details:

- 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 of the PRP to families no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by parent/teacher. Families can expect to receive updates about the student's progress at least every 10 weeks. Personal Reading Plans will be developed and communicated with families in NextPath.

Personal Reading Plan (PRP) Exit Criteria

In Kindergarten through grade 2, students can exit personal reading plans by demonstrating adequate progress on grade-level skills and assessments. In grade 3, students can exit personal reading plans by demonstrating adequate progress on grade-level skills and assessments and by scoring proficient on the Reading portion of the Forward Exam.

The District utilizes aimswebPlus screeners and progress monitoring measures to determine adequate progress.

- Kindergarten uses Nonsense Word Fluency (NWF) and Phoneme Segmentation (PS)
- Grades 1-3 use Oral Reading Fluency (ORF)

Students achieving four consecutive grade-level progress monitoring scores above the 25th percentile or a screening score above the 25th percentile may be eligible to exit their personal reading plan. Teachers will discuss the exit process and details about support and monitoring that may stay in place temporarily with the student's family.

Summer Reading Support

The School District of Greenfield currently offers elementary summer school programming that provides targeted literacy instruction in reading and writing.

Effective September 1, 2027, the School District of Greenfield will provide intensive summer reading programming for 3rd grade students with a Personal Reading Plan (PRP), which will begin in the summer of 2028.

[School District of Greenfield - Third Grade Promotion Policy](#)

Policy adopted by the Board of Education on April 28, 2025; Goes into effect on September 1, 2027

Strategies to Support Family Engagement with Early Literacy

Success in school depends on strong home-school partnerships. Families play a critical role in the educational lives of their children. Positive and supportive relationships and engagement with every family is essential to support the academic success and healthy development of every child. Use the links below to access strategies for practicing early literacy skills at home.

[Caregiver Guide to Early Literacy - English](#)

[Caregiver Guide to Early Literacy - Spanish](#)

[Caregiver Guide to Early Literacy - Arabic](#)

Strategic Use of Data

The School District of Greenfield collects and analyzes data from multiple assessment sources for a comprehensive view of student literacy achievement. This includes universal screening, which measures foundational skills and benchmark data for tracking progress toward grade-level expectations. For students identified at risk through universal screening, diagnostic assessments are administered to determine the specific skill deficit to inform targeted intervention strategies. Progress monitoring assessments are administered to students receiving targeted interventions to track students' response to the intervention and maintain an overall focus on closing achievement gaps. Summative state assessments provide annual standardized testing results and provide longitudinal data for program effectiveness evaluation. This data informs annual district-wide improvement planning. We utilize NextPath as our centralized warehouse for all assessment data, which enables real time reporting and trend analysis.