# Peshtigo Early Literacy Remediation Plan

## Section 1: Introduction

| Peshtigo's Early Literacy Plan |
| --- |
| Publication date: 2024-2025 |
| **District vision and mission:** The mission of the Peshtigo School District is to maximize achievement through a rich variety of educational experiences in a safe and caring environment.<br>Our intent is to educate all levels of learners through diverse educational programs that foster growth of students in becoming creative thinkers and instill in each child the desire for life-long learning. |
| **Early literacy vision and mission:** Our mission is to ensure that all students will read, maximizing their achievement through diverse and engaging early literacy experiences in a safe and nurturing environment. We are dedicated to providing innovative programs that support the growth of every learner, fostering creativity and a lifelong love of reading. We envision a community where all students are empowered to become confident readers and writers, equipped with the skills needed to thrive academically and personally. Through collaboration and dedication, we aim to instill a passion for reading that lasts a lifetime. |


| Universal Approach to High Quality Instruction |
| --- |
| Links to standards:<br>● [Wisconsin Standards for English Language Arts](#), DPI 2020<br>● [Wisconsin Essential Elements for English Language Arts](#), DPI 2022<br>● [Wisconsin Model Early Learning Standards Fifth Edition](#)<br>● [The 2020 Edition \| WIDA](#) |
| In the Peshtigo School District, we provide literacy instruction that includes foundational skills instruction, reading and writing instruction and practice, research and analysis all while building knowledge in a wide variety of disciplines. ARC Core is the district adopted curriculum resource for literacy instruction. We provide instruction that consists of the following: [Peshtigo - WI Act 20 Crosswalk.pdf](#)<br>● Phonological awareness, including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation.<br>● Phonemic awareness, including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion.<br>● Phonics.<br>● Building background knowledge.<br>● Oral language development.<br>● Vocabulary building to develop lexical and morphological knowledge.<br>● Instruction in writing.<br>● Instruction in comprehension.<br>● Reading fluency. |

# Section 2: Strategic Early Literacy Assessment System

| Reading Readiness Screeners | Parent/Caregiver Communication |
|---|---|
| **Statewide 4K Fundamental Skills Screening Assessment** *Pearson aimswebPLUS* (phonemic awareness & letter-sound knowledge)<br><br>**Screening windows/dates:** **\*Not Required Fall 2024** March 17th-April 4th 2025 | • Parents and caregivers can expect to receive a letter by email that will be sent within 15 days of the scoring of the statewide early literacy screener.<br><br>• Reports will be sent twice per year in the fall and spring. **\*Not Required Fall 2024** |
| **Statewide 5K-3 Universal Screener** *Pearson aimswebPLUS* (phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding & oral vocabulary)<br><br>**Screening windows/dates:** **\*Not Required Fall 2024** January 6th-January 31st 2025 March 17th-April 4th 2025 | • Parents and caregivers can expect to receive a letter by email that will be sent within 15 days of the scoring of the statewide early literacy screener.<br><br>• Reports will be sent three times per year- fall, winter, and spring. **\*Not Required Fall 2024** |

| Diagnostic Literacy Assessments |
|---|

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 (i.e., a sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure).

| Assessment title(s) | Assessment description | Skill area(s) | Technical Specifications |
|---|---|---|---|
| aimswebPlus Initial Sounds | 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. | Phonemic Awareness | This assessment has a sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure. |
| aimswebPlus Phoneme Segmentation | Measures a student's phonemic awareness. Your child will listen to a word that is spoken by the teacher and then say | Phonemic Awareness | See above |

| | each sound they hear in the word. This assessment will take 2-3 minutes. | | |
|---|---|---|---|
| aimswebPlus Letter Word Sounds Fluency | 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. | Letter Sound Knowledge, Decoding Skills | See above |
| aimswebPlus Letter Naming Fluency | 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. | Alphabet Knowledge | See above |
| aimswebPlus Auditory Vocabulary | 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. | Oral Vocabulary | See above |
| aimswebPlus Vocabulary | 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 Vocabulary | See above |
| aimswebPlus Oral Reading Fluency | Measures a student's decoding skills. Your child will read two stories aloud, each for one minute. | Decoding Skills | See above |
| aimswebPlus Spelling | Measures a student's encoding skills. Your child hears an English word in the context of a sentence, and then writes it down. | Spelling | See above |
| aimswebPlus Listening Comprehension | Measures a student's listening comprehension. Your child looks at four pictures while listening to a one-, two-, or three-sentence prompt in English, and then chooses the picture that matches what they heard. | Listening Comprehension | See above |

| Other Relevant Assessment Data | | |
|---|---|---|
| **Skill** | **Definition** | **District Diagnostic Assessment Menu** |
| **Phonological Awareness** | From ACT 20: including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation. | ➢ Heggerty Phonological Awareness Test<br>➢ The PAST Test |
| **Phonemic** | From ACT 20: including phoneme identification, isolation, | ➢ Heggerty Phonemic Awareness |

| | | |
|---|---|---|
| **Awareness** | blending, segmentation, addition, substitution, and deletion. | [Test](#)<br>➢ [The PAST Test](#) (best for grades 2 and up)<br>➢ aimswebPlus PS |
| **Decoding** | Ability to translate a word from print to speech (written words into vocal speech), usually by employing knowledge of sound symbol correspondences. Also considered the act of deciphering a new word by sounding it out. (Smartt and Glaser, p. 248) | ➢ IRLA<br>➢ aimswebPlus NWF |
| **Word Recognition** | In testing terms, generally refers to the automatic reading of words (within 2 seconds). Informal measure of orthographic mapping progress. "Quick identification (recognition) of previously learned words and its meaning". (Smartt and Glaser, p. 255) | ➢ IRLA Power Words<br>➢ IRLA Tricky Words |
| **Alphabet Knowledge/ Letter Name Knowledge** | Letter name knowledge (along with letter sounds and phoneme awareness) predicts future grade-level performance on norm-referenced tests. (Smartt and Glaser, p. 88). | ➢ aimswebPlus LNF<br>➢ IRLA Readiness Screener |
| **Letter Sound Knowledge** | Letter/sound fluency. The ability to quickly say the sound associated with the letter. | ➢ aimswebPlus LWSF<br>➢ IRLA Readiness Screener |
| **Oral Language, Vocabulary** | Oral Language is inclusive of phonology, semantics, grammar, and pragmatics.<br><br>Language: Refers to developing a system of words and word combinations to communicate with others through speaking and listening (Foorman et al., 2016; Kosanovich et al., 2020).<br>Expressive and Receptive language<br><br>Vocabulary: Set of words for which students know the meanings when others speak or read aloud to them or when they speak to others. (Core Teaching Reading Sourcebook, p. 408) | ➢ AIMSweb Plus |
| **Oral Reading Fluency** | Reading grade level text (usually) with appropriate rate, accuracy, and prosody. Meeting benchmark requirements by grade level in accuracy and words correct per minute (WCPM). Highly correlated with reading comprehension. (Smartt and Glaser, p. 131)<br><br>NOTE: Fluency is not recommended for all students; Act 20 includes it as a subskill 'when appropriate' ; aimswebPLUS matrix recommends beginning measuring ORF in 1st grade. | ➢ AIMSweb Plus |

| R.A.N. - Rapid Automatic Naming | Refers to the skill of being able to rapidly name basic - presumably automatic - information (letters, colors, numbers, objects). Students who are slower than average in their naming speed for this kind of automatized information typically struggle with reading. Currently, there is no research on intervention with RAN. However, some data suggest that children with rapid naming problems who are efficient with other aspects of the reading process (e.g., phoneme awareness, letter-sound skills, phonological working memory, oral blending, and oral comprehension) develop a pattern of slow, accurate reading with good comprehension. Also, several studies show that with improvements in phoneme awareness and word-level reading, RAN spontaneously improved. (Kilpatrick, Equipped for Reading Success, 2016, p. 264) | ➢ aimswebplus RAN |
|---|---|---|
| **Spelling** | Early spelling samples provide clues about how well students segment phonemes in the words they spell. Teachers watch for evidence of segmentation, omission, and substitution of phonemes, which can help them plan for targeted instruction. (Smartt and Glaser, p. 63-64) | ➢ aimswebplus SP<br>➢ Explode the Code |

## 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 |
|---|---|---|
| Phonological Awareness | Equipped for Reading Success - Kilpatrick<br>Heggerty Primary Phonemic Awareness Curriculum | aimswebPlus PS<br>aimswebPlus IS |
| Phonemic Awareness | Equipped for Reading Success - Kilpatrick<br>Heggerty Primary Phonemic Awareness Curriculum<br>Sound Boxes | aimswebPlus PS<br>aimswebPlus IS |
| Decoding | Decodable Text<br>Let's Read: Linguistic Approach<br>Model & apply blending<br>Blending lines<br>Build Words<br>UFLI University of Florida Literacy Institute | aimswebPlus NWF<br>aimswebPlus ORF |
| Word Recognition | IRLA Toolkits<br>UFLI University of Florida Literacy | IRLA check |

| | Institute | |
|---|---|---|
| Alphabet Knowledge/ Letter Name Knowledge | IRLA Toolkits Words Their Way UFLI University of Florida Literacy Institute | IRLA check aimswebPlus LNF |
| Letter Sound Knowledge | IRLA Toolkits Words Their Way | aimswebPlus LWSF |
| Oral Language, Vocabulary | IRLA Toolkits Take AIM Vocabulary Grade 4+ | aimswebPlus |
| Oral Reading Fluency | Read Naturally Repeated Reading | aimswebPlus ORF |
| Spelling | Words Their Way Explode the Code | IRLA check aimswebPlus SP |

| **Personal Reading Plans** |
|---|
| Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan  includes: <ul><li>a description of the science-based early literacy programming;</li><li>early literacy assessment data;</li><li>overall early literacy analysis;</li><li>student goals and support plan;</li><li>additional services to accelerate early literacy skills;</li><li>recommendations for culturally relevant early literacy learning;</li><li>record of attendance and progress;</li><li>record of communication with parent/caregiver(s)</li></ul> 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*** |
| Informational Guidebook on Dyslexia and Related Conditions | Wisconsin Department of Public Instruction Wisconsin's Informational Guidebook on Dyslexia Related Conditions |
| **Promotion Policy** |
| To be approved by the School Board by July 1, 2025 |

| Summer Reading Support |
| --- |
| Summer Reading Support will begin following the 2025–2026 school year. |

| Exit Criteria |
| --- |
| The following information will be reviewed by the site intervention team to determine whether or not the student will exit the personal reading plan. The information will be reviewed in the Fall, Winter and Spring after the universal screening windows.<br><br>● 5K: aimswebplus Letter Naming Fluency and Letter Word Sound Fluency<br>● Grade 1-3: aimswebplus Oral Reading Fluency<br>● Intervention data<br>● IRLA data<br>● parent/caregiver agreement |

## Section 4: Family and Community Engagement

| Family Notification Policy |
| --- |
| Beginning in the winter of 2025, you will receive an email with your child's test results within 15 days after they take the reading screener. The school will give you a report sharing your child's score and how others score at the same grade level. This comparison is called a percentile rank.<br><br>You can learn more about early reading skills below:<br>● Alphabet knowledge: Knowing the names of printed letters.<br>● Letter sound knowledge: Knowing the sounds of printed letters.<br>● Phonemic awareness: Hearing , saying, and manipulating individual sounds in spoken words.<br>● Decoding skills: Connecting sounds to written letters to read printed words.<br>● Oral vocabulary: Understanding the meanings of words when speaking or listening.<br><br>The information from the early reading screener is one way that your child's teacher will learn about your child's reading skills. However, the reading screener will not diagnose dyslexia or other disabilities. If your child's score is below the 25th percentile, the teacher will create a personalized reading plan to help your child meet grade-level goals. For more information about characteristics of dyslexia and related interventions and accommodations, please see Wisconsin's Informational Guidebook on Dyslexia and Related Conditions [Informational Guidebook on Dyslexia and Related Conditions | Wisconsin Department of Public Instruction](#).<br>If you believe that your child may have a disability that affects their ability to access, engage, and make progress in the general education curriculum, you can request a comprehensive special education  evaluation. This request must be in writing and should include the reason(s) why you believe your child has a disability. The school will then conduct a special education evaluation to determine eligibility. |

| **Family & Community Engagement Strategies** |
|---|
| We believe literacy success is a shared effort between the school, families, and the community. Through school newsletters, teacher updates, and conference nights, we keep families informed and engaged in their child's literacy development, offering strategies for supporting reading at home. Family Nights, such as Literacy Night, involve interactive reading activities. Events like book fairs promote a love of reading and raise funds for school resources. Our school library program inspires engagement through author visits and interactive library lessons. We encourage daily reading at home, with students tracking their progress through reading logs. By fostering these partnerships, we ensure that students develop the skills and passion for reading that will help them succeed in school and beyond. |

## Section 5: Strategic Use of Data

| **Early Literacy Instructional Evaluation Process** |
|---|
| The Reading Specialist, Director of Curriculum, Instruction, and Assessment, or District Administrator Designee will annually prepare a report evaluating the reading curriculum of the School District and forward the report to the District Administrator who shall present the report to the Board. This report will determine if we are making adequate progress in the areas of early literacy. The early literacy screener results will show our progress.<br><br>Here is a link to the curriculum crosswalk tool: [Peshtigo – WI Act 20 Crosswalk.pdf](Peshtigo – WI Act 20 Crosswalk.pdf)<br>The crosswalk ensures that our curricular resource aligns with early literacy instruction. |