Shawano SCHOOL DISTRICT

Every Student, Every Day...The Hawk Way

4K-3 Early Literacy Remediation Plan

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Introduction

The Shawano School District Early Literacy Remediation Plan is designed to ensure that all students receive the necessary support and interventions to develop strong literacy skills. In this plan, we outline universal curriculum and resources, identify assessments used for universal screening and diagnostic assessment, describe the interventions implemented to address characteristics of dyslexia and students at-risk, explain how progress is monitored during interventions, and detail how assessment results are used to evaluate early literacy instruction in compliance with Wisconsin State Law Act 20. Additionally, we provide information on our parent notification policy, ensuring that parents are informed and involved in their child's literacy journey.

Date Adopted/Revised	*July 2025*
Purpose	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 the District: • Achieve the goals that the District has established for student learning within the District's reading program. • Identify students who may be at-risk with reading and literacy development. • Provide literacy-related interventions, monitoring and learning support to students who have an identified need. • Improve the District's reading curriculum and instructional practices. Another purpose for creating this Plan is to provide parents, guardians, and caregivers with information about: • The reading readiness and early literacy assessments that the District administers to students in kindergarten through third grade. • How the District uses the results of reading readiness assessments to plan and provide instructional interventions. • The notices that the District 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. *Please see "Parent Notification" (below), the term "parent," when used in this Plan, should be understood to include legal guardians/caregivers acting as a child's parent for school purposes.*
District Contacts for ELRP	Kurt Krizan, Superintendent Elisha Wagnenson, Director of Instruction Brittney Firari, 4K-2 Instructional Coach
Location on Website	*https://www.shawanoschools.com/page/act20*

Universal Instruction

Early literacy instruction in Shawano includes:

- Licensed, professional educators who understand the importance of early literacy and who have certified training in literacy development.
- Wisconsin Standards for English Language Arts, DPI 2020
- Wisconsin Model Early Learning Standards Fifth Edition
- A systematic and sequential curriculum in reading and English language arts for kindergarten through fifth-grade, as outlined below.

HMH Into Reading (5K-3)

Into Reading follows a systematic scope and sequence that moves from simple to complex, while aligning with the latest professional learning recommendations in Science of Reading research.

In 5K through second-grade, the Shawano School District implements the Structured Literacy Pathway of Into Reading. This pathway is aligned to Science of Reading research and covers all elements of foundational literacy:

- Phonological awareness
- Phonics
- High-frequency words
- Fluency
- Handwriting
- Spelling
- Decodable Text

Once students reach third-grade, literacy teachers begin implementing the Core Pathway of Into Reading. The Core pathway continues to align to Science of Reading

practices and continues to cover all elements of foundational literacy.

95 Percent Group: Tools4Reading Kid Lips (4K-2)

Kid Lips is a supplemental resource used in four year-old Kindergarten through second-grade. This resource enforces articulation through oral motor movement and identification of phoneme-grapheme correspondence.

UFLI Foundations (K-2)

UFLI is a supplemental resource used within Tier 1 instruction. This is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading.

Tools of the Mind (4K)

Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Listening, speaking, reading and writing activities are fostered as children engage in activities that encourage literacy exploration and emergent reading and writing skills.

Tools of the Mind incorporates the following elements crucial in early literacy development:

- Buddy Reading
- Story Lab
- Play Planning
- Make-Believe Play
- Scaffolded Writing
- Graphics Practice

5K-2 Literacy Schedule:

Tier 1 Linguistic Comprehension: 25 minutes

Tier 1 Structured Literacy: 45 minutes

Tier 1 Writing: 30 minutes

Tier 2 Reteaching and Extension: 25 minutes

Tier 3 Intensive Remediation: 30 minutes

3rd Grade Literacy Schedule:

Tier 1 Linguistic Comprehension: 30 minutes

Tier 1 Structured Literacy: 30 minutes

Tier 1 Writing: 30 minutes

Tier 2 Reteaching and Extension: 30 minutes

Tier 3 Intensive Remediation: 30 minute

Assessment

The Shawano School District will implement the required Early Literacy assessments provided by the state, AimswebPlus.. Students in grades 4K-3, will be assessed three times per year. Starting in fall 2024, previous district-level screeners will be used, including the iReady Reading Assessment. In winter of 2025, the state mandated screener, AimswebPlus, will be implemented. It is a state-mandated and state-selected reading readiness screening tool. *See* § 118.016(2) and 118.016(3)(a). State law does **not** allow families to choose whether to have their child(ren) participate in this assessment. These assessment systems will identify students who may be at-risk of not meeting the standards. Three benchmark assessment windows will take place during the school year including:

- Beginning of the Year (BOY) - September-October
- Middle of the Year (MOY) - December-January
- End of the Year (EOY) - April

The chart below shows assessments that will be given at each grade level during the assessment window.

In addition, grades K-2 will also be given summative assessments from HMH Structured Literacy to better identify needs after each unit. Students will receive Tier 2 reteaching based on this data.

	4K	5K	1	2	3
Beginning of Year	Initial Sounds Letter Naming	Initial Sound Fluency Letter Naming Fluency Letter Word Sound Fluency Auditory Vocabulary	Phoneme Segmentation Auditory Vocabulary Letter Naming Fluency Letter Word Sound Fluency Word Reading Fluency Nonsense Word Fluency Oral Reading Fluency	Vocabulary Oral Reading Fluency	Vocabulary Oral Reading Fluency Reading Comprehension
Middle of Year	Initial Sounds Letter Naming	Phoneme Segmentation Auditory Vocabulary Letter Naming Fluency Letter Word Sounds Fluency Nonsense Word Fluency	Auditory Vocabulary Word Reading Fluency Nonsense Word Fluency Oral Reading Fluency	Vocabulary Oral Reading Fluency	Vocabulary Oral Reading Fluency Reading Comprehension
End of Year	Initial Sounds Letter Word Sound Fluency Letter Naming	Phoneme Segmentation Auditory Vocabulary Letter Naming Fluency Letter Word Sounds Fluency Nonsense Word Fluency	Auditory Vocabulary Word Reading Fluency Nonsense Word Fluency Oral Reading Fluency	Vocabulary Oral Reading Fluency Reading Comprehension	Vocabulary Oral Reading Fluency

Students are considered at-risk if scoring below the 25th percentile on specific measures. SSD uses an assessment flowchart to determine next steps. These students receive further diagnostic testing (*See* §§ 118.016(1)(b) and 118.016(3)(b)) to pinpoint specific skill areas they are deficient in. Additional diagnostic assessments *may* include:

- iReady Reading Diagnostic
- iReady Literacy Task Assessments:
    - Rapid Automatized Naming (5K-3)
    - Letter Naming Fluency (5K-2)

    - Letter Sound Fluency (5K-2)
    - Word Recognition Fluency (5K-3)
    - Pseudoword Decoding Fluency (5K-3)
    - Spelling and Encoding (1-3)
    - Passage Reading Fluency (1-3)
- Heggerty Phonemic and Phonological Awareness Diagnostic Assessments (5K-3)
- Phonological Awareness Screening Test (PAST) (5K-3)
- 95 Percent Group Phonics Inventory (5K-3)
- Words Their Way Spelling Inventory (1-3)
- AimswebPlus
    - Spelling
    - Listening Comprehension
    - Vocabulary
    - Comprehension

Students in 4K will be assessed twice during the school year using a fundamental skills screening assessment, AimswebPlus. The first will be completed by the 45th school day and the second by 45 days before the end of the school year. Per state law, the first screener for 4K will take place in the Spring of 2025.

Supports: Personalized Reading Plans

Students who score lower than the 25th percentile (nationally) are given additional diagnostic assessments and will be discussed by the building's Kid Talk Team. The Kid Talk Team is composed of building administration, instructional coaches, classroom teachers, interventionists, speech and language pathologists (as needed),

and school psychologists. The team reviews data, aligns intervention supports and creates a Personal Reading Plan for each student. Hillcrest Primary School, LEADS Charter School and Olga Brener Intermediate School, all have a 30-minute intervention time built into each grade level's schedule to offer targeted intervention support. All students continue to receive high-quality, Tier 1 and Tier 2 classroom instruction and support as well.

Personal Reading Plan

The Personal Reading Plan will include the following:

- Specific early literacy skill deficiencies identified by the applicable assessment
- Goals and benchmarks that the team set to progresses toward grade-level literacy skills
- Description of how the student's progress will be monitored
- A description of the interventions to be used
- A description of the classroom reading instruction program
- Parent/guardian strategies for at-home practice

Students who, by the end of their third-grade year, do not successfully meet their Personal Reading Plan goals and are performing below the 25th percentile, are recommended for a summer intervention program and also will be provided a continuing intervention plan for their fourth-grade school year.

Exiting a Personal Reading Plan

5K-2nd Grade: Students in 5K may exit a reading plan

- Progress monitoring data indicates the student is at/above grade-level proficiency norms for *three* consecutive measures
  and/or
- Student scores at/above the 25 percentile in the subsequent testing window and diagnostic testing indicates grade-level proficiency

3rd Grade: Wis. Stat. §§ 118.016 states that a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if the family or caregivers and the school agree the student has met the goals in the personal reading plan and the student score at or above grade-level on the reading portion of the Wisconsin Forward exam in grade 3 (118.016(5)(d)). This is the only place Wis. Stat. §§ 118.016 details completion of a personal reading plan.

When a student exits a Personal Reading Plan, the Reading Specialist or Classroom Teacher will continue to monitor growth weekly with adequate rate of progress indicators until the subsequent screening period.

*Grade-level proficiency is defined as having mastered the knowledge and skills expected for their grade based on academic standards and academic assessment norms. SSD's assessment benchmarks can be found here.

Summer School Opportunities

Coming Soon

Supports: Intervention Descriptions

Providing an intervention means applying the systematic use of a technique, program, or practice that has been designed and shown to improve learning in specific areas of student need. To be effective, interventions must be accurately matched to the student's needs, and the student's response to the interventions (i.e., the student's learning and progress toward goals) needs to be monitored, with adjustments being made as needed.

Various state statutes and administrative regulations establish standards and requirements for learning "interventions" that are provided in the specific context of early literacy instruction. For example:

- § 118.016(5) (defining requirements for personal reading plans).
- § 118.016(1)(i) (defining "intervention" as the term is used in connection with personal reading plans).

- § 121.02(1)(c)3 (specifying standards for interventions and remedial reading services that are provided to a 5K to third-grade student determined to be "at risk" based on a reading readiness assessment).

The Shawano School District uses the following systematic interventions for Reading:

Remediation Plus (R+) (5K-3)

- targets early elementary-level students who are struggling with reading, spelling and/or writing
- provides a multisensory, systematic phonics curriculum
- 30-minute lesson to 1 to 3 students daily

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (5K-2)

- systematic scope and sequence that provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and high frequency sight words
- 30 minute lesson to 1 to 3 students daily

95 Percent Group Phonics (1-3)

- targets phonics patterns using manipulatives and sound-spelling mapping through effective use of the gradual release model
- 30 minute lesson to 1 to 4 students daily

Sound Partners (5K-3)

- instruction that focuses on letter-sound correspondence, phoneme blending, decoding and encoding, irregular words, sight words, phonemic awareness and oral reading
- 30 minute lesson to 1 student daily

Sonday System (3)

- targets Phonological awareness, Phonics, Fluency, Vocabulary, Reading comprehension, Spelling, Writing, Blending, Segmenting, and Handwriting
- 30 minute lesson to 1 to 4 students daily for intensive intervention; 2 to 3 times per week for reading delays

95 Percent Group Comprehension (3)

- think-aloud instructional approach to help students learn through clear and engaging steps based upon seven, sequential comprehension processes.
- 30 minute lesson to 1 to 4 students daily

UFLI Foundations

- focuses on the process of reading acquisition, provides key linguistic elements necessary for reading
- 30 minute lesson to 1 to 3 students daily

Bridge the Gap

- series of systematic phonemic awareness intervention lessons for students in 2nd grade and above
- 5-7 minute lesson to 1 to 4 students daily

Oral Language Intervention

Coming soon

Intervention Addressing Characteristics of Dyslexia:

Dyslexia is generally recognized as a neurobiological condition that exists on a continuum. The condition is characterized by difficulties, at varying degrees of severity, with accurate and fluent word recognition, spelling, and decoding. Those difficulties can impede the child's reading experience with comprehension, and affect the growth of key literacy-related skills.

The following are some examples of how SSD approaches learning supports and interventions for students with dyslexia and for other students who demonstrate characteristics of dyslexia:

- Students with dyslexia and related conditions often need additional and specifically-targeted instruction and practice with some or all of the following: phonological awareness, phonemic awareness, alphabetic principle, phonics, morphology, and fluency.
- For students with dyslexia and related conditions, word-level difficulties often negatively affect reading comprehension. When this is noticed, instruction and interventions emphasize phonics skills with letter-sound correspondences.
- Students with dyslexia and related conditions may need more frequent monitoring and feedback during opportunities for practice and application.

- Licensed educators provide specific guidance to help a student select appropriate texts and can structure opportunities to monitor the student's word recognition, word solving, comprehension, and engagement during independent reading time.
- If the student has an IEP, the special education and any other services or instructional modifications that may be specified in the IEP may sometimes relate to reading and literacy and may be in the nature of interventions.
- Students with dyslexia, or conditions related to dyslexia, or who demonstrate characteristics of dyslexia benefit from the same types of interventions and learning supports, using some of the same methods of implementation, as are provided to other students who are struggling with reading and with the development of other literacy skills.

Supports: Progress Monitoring

Each student's personal reading plan will include a plan to monitor progress in the interventions that the student is participating in. Progress monitoring will be done once per week and will be recorded in EduClimber. SSD will use adequate rate of progress indicators for measure progress. This includes Phoneme Segmentation and/or Nonsense Word Reading Fluency in Kindergarten and Oral Reading Fluency in grades 1+. The Kid Talk Team will decide on appropriate progress monitoring tools based on the targeted area of intervention. Additional progress monitoring tools may include:

- Phonological Awareness Skills:
    - Initial sounds
    - Blending
    - Segmenting
- Letter Names
- Letter Sounds
- Decodable Words
- Nonsense Words

- High Frequency Words
- Oral Reading Fluency

Parent Notification

See § 118.016(6)(e). This section serves as that mandatory policy.

Screening assessment results will be communicated to parents no more than 15 days after the screening period. The parent report will include:

- The student's overall score on the assessment
- The student's score in each 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"
- The option to fill out a family history survey
- A parent-friendly description of the literacy skills the reading readiness assessment is designed to measure
- Next steps as a district
- Dyslexia information

A team, including the building administrator, classroom teacher, instructional coach and interventionist, will develop a personal reading plan for all 5K-3 students determined to be at-risk as determined by benchmark and subsequent diagnostic assessments. Parents should expect the following communication from the Shawano School District:

- The option to request a conference with the classroom teacher to explain the components of the Personal Reading Plan, which includes strategies for home reading

    - Once the plan and conference is complete, the parent will acknowledge that they understand the plan
- A progress report, at least one time per quarter, or 10 weeks into the reading plan, to demonstrate progress toward the goals
- An end-of-the-year report to show plan completion and next steps, including summer programming and potential next steps for the subsequent next year

Wisconsin FORWARD Exam for Third-Grade

The **Wisconsin Forward Exam** is an online assessment in the area of English language arts (ELA) and is administered annually to students enrolled in third grade. *See* § 121.02(1)(r). Some students with significant cognitive disabilities may participate in an alternative assessment.

The Forward Exam is a summative assessment that evaluates cumulative learning. The test is research-based. The ELA part of the Forward Exam includes sections that cover reading, language, and writing.

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. Parents receive a letter with the results of their child's performance on the Forward Exam when results are available.

The District uses 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.
- If a student does not have a personal reading plan in place, the district may use the Forward Exam results to identify and provide appropriate interventions or remedial reading services if:
    - 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 the District's reading curriculum plan. The results of the Forward Exam serve as one indicator that may be used to make this determination.

Continuous Improvement Plan for Educators

All 4K-5 educators in the Shawano School District will be provided and complete literacy training based on the science of reading, as it applies to their specific position, no later than June 30, 2026.

All SSD, 4K-5 Classroom Teachers, Interventionists, Instructional Coaches, EL, and Special Education Staff will participate in asynchronous, Structured Literacy learning in Cox Campus. In addition, SSD requires ten hours of in-person learning to accompany the asynchronous learning. Elementary Principals, Instructional Literacy Coaches and the Director of Instruction and Personalized Learning, will participate in Leadership training requirements beginning summer 2024.

Additional training will be required for School Psychologists and the Director of Pupil Services.
Executive Summary for Board of Education, May 13, 2024

Each year, SSD, as a whole, and each building in the district, will analyze screening and benchmark assessment data, summative assessment data, and Wisconsin Forward data to create literacy-based improvement plans for the upcoming year. Each building will also use grade-level and classroom data to determine which grades or classroom teachers are in need of targeted coaching.