



SCHOOL DISTRICT OF SHIOCTON

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Section 1: Introduction

Shiocton School District's Early Literacy Plan

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Our Mission is to "Provide an exceptional education to secure the future of our children and our families."

Our Vision is "Expect and provide excellence in education for the children and families of the School District of Shiocton."

Early literacy vision and mission:

Provide instruction to foster students skills, abilities, and attitudes to succeed as productive citizens and develop a passion for life-long learning while holding high expectations for all.

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](#)

Our approach to literary instruction includes the following:

- Shiocton Reading Units of Study (under review)
- Phonics units of study
- Conscious Discipline to foster Social Emotional Learning
- Differentiated scaffolds/supports available within universal instruction

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners	Parent/Caregiver Communication
<p>Statewide 4K Fundamental Skills Screening Assessment <i>Pearson aimswebPLUS</i> (phonemic awareness & letter-sound knowledge)</p> <p>Screening windows/dates: Sept-Oct and Mar-April</p>	<ul style="list-style-type: none">• Parents and caregivers can expect to receive a letter by mail that will be sent within 15 days of the scoring of the statewide early literacy screener.• Reports will be sent twice per year in the fall and spring.• Please notify the school of your preferred language and mode of communication.

Statewide 5K-3 Universal Screener <i>Pearson aimswebPLUS</i> (phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding & oral vocabulary) Screening windows/dates: Sept-Oct, Dec-Jan, and Mar-April	<ul style="list-style-type: none"> Parents and caregivers can expect to receive a letter by mail 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.
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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)
aimswebPlus Phoneme Segmentation (PS)	Students say the phonemes of orally presented words that consist of up to four phonemes.	Phonemic segmentation
aimswebPlus Initial Sounds	Student looks at four pictures and either points to the one that begins with a given letter sound or makes the sound that begins the word.	Identification of beginning sound in word
Heggerty Phonemic Awareness Assessment	Student is prompted and responds to a series of sound manipulations which focus on phonemic and phonological awareness.	Identifying parts of words, deleting sounds, adding sounds, ect.
aimswebPlus Nonsense word Fluency	Student reads aloud from one page of nonsense words for 1 minute.	Targeting phonics decoding patterns
Quick Phonics Screener	Student reads through a list of nonsense and real words to provide understanding of phonics principles.	Targeting phonics decoding patterns
aimswebPlus Spelling	Student writes words increasing in difficulty.	Targeting mastered phonics patterns.
aimswebPlus Word Reading Fluency	Student reads aloud from two pages of word lists for 1 minute.	Recognition of highly used words
MASI-R Oral Reading Fluency Measures	Student reads three oral reading fluency passages to determine if student is reading at grade level.	Identifying student reading fluency

aimswebPlus Reading Comprehension	Student reads literary and informational passages silently and answers multiple-choice questions about each passage.	Targeting reading comprehension
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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: (add link to additional document or complete the table below)

Literacy skill(s)	Intervention strategy or resource(s)	Strategies for weekly monitoring of progress
Phonological awareness Phonemic awareness Alphabet Knowledge	Sound Partners	aimswebPlus: Phoneme Segmentation Initial Sounds Nonsense Word Fluency Letter Word Sound Fluency Letter Name Fluency
Phonemic awareness Decoding	Barton	aimswebPlus: Nonsense Word Fluency Letter Word Sound Fluency Letter Name Fluency
Phonemic awareness Decoding Word Recognition Alphabet Knowledge	UFLI	aimswebPlus: Phoneme Segmentation Initial Sounds Nonsense Word Fluency Letter Word Sound Fluency Letter Name Fluency UFLI Fluency Checks
Phonological awareness Phonemic awareness Decoding Word Recognition Alphabet Knowledge	Orton Gillingham	aimswebPlus: Nonsense Word Fluency Letter Word Sound Fluency Letter Name Fluency
Phonemic awareness Alphabet Knowledge	LIPs	aimswebPlus: Phoneme Segmentation Initial Sounds
Phonemic awareness Decoding Oral Language and Vocabulary Oral Reading Fluency	Press	aimswebPlus: Nonsense Word Fluency Letter Word Sound Fluency Letter Name Fluency

Oral Language and Vocabulary Comprehension	Read Naturally	aimswebPlus: Oral Reading Fluency Reading Comprehension Maze Easy CBM Word Reading Dibels: Oral Reading Fluency Maze Word Reading Fluency
Phonological awareness Decoding Word Recognition	SIPPS	aimswebPlus: Nonsense Word Fluency Phoneme Segmentation Word Reading Fluency Initial Sounds
Oral Reading Fluency	HELPS	Oral Reading Fluency Read Naturally PM probes Maze
Phonological awareness Phonemic awareness	Heggerty	aimswebPlus: Phoneme Segmentation Initial Sounds
Comprehension	Comprehension Focus Groups	aimswebPlus: Oral Reading Fluency Reading Comprehension Maze
Oral Reading Fluency Comprehension	Quick Reads	aimswebPlus: Oral Reading Fluency Reading Comprehension Maze
Phonemic awareness	Foundations in Sound	aimswebPlus: Phoneme Segmentation Initial Sounds
Phonological awareness Phonemic awareness Alphabet Knowledge Oral Language and Vocabulary	Interactive Writing	aimswebPlus: Phoneme Segmentation Initial Sounds Nonsense Word Fluency Letter Word Sound Fluency Letter Name Fluency
Phonemic awareness	Guided Reading Plus	aimswebPlus:

Decoding Word Recognition Comprehension		Oral Reading Fluency Reading Comprehension Maze
Phonological awareness Phonemic awareness	Bridge the Gap	aimswebPlus: Phoneme Segmentation Initial Sounds
Decoding Word Recognition Alphabet Knowledge	Wilson Reading System	aimswebPlus: Nonsense Word Fluency Phoneme Segmentation Word Reading Fluency
Phonological awareness Phonemic awareness	Equipped for Reading Success	aimswebPlus: Phoneme Segmentation Initial Sounds

Personal Reading Plans

Students who score below the 25th percentile on the reading readiness screener will have a personalized reading plan developed. The plan includes:

- early literacy assessment data
- overall early literacy analysis
- student goals and a specific plan to meet the goals
- record of student attendance in the intervention

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 Guidebook on Dyslexia and Related Conditions](#)

Promotion Policy

Coming Summer 2025

Summer Reading Support

Coming Summer 2025

Exit Criteria

A student may be exited from a personalized reading plan based on multiple data sources and involves the team of educators and caregivers. Data sources will include performance on the aimswebPlus screener, progress monitoring data, and classroom level assessments.

In order for a third grade student to exit a personal reading plan, he/she must meet their individual goal AND score proficient or advanced on the Wisconsin Forward Exam.

Section 4: Family and Community Engagement

Family Notification Policy

Students are screened on foundational reading skills to determine those at risk. Parents will be notified of their student's results via mail after screening. If the student scored below the 25th percentile, diagnostic testing will be performed and a personal reading plan will be created. Parents will receive notification regarding this plan and will be updated on the student's progress every ten weeks via mail. If there is concern of dyslexia or the special education process, please refer to our Pupil Services page for further information.

Family & Community Engagement Strategies

Families and our community are active partners as we work to achieve the goal of literacy success for every learner. We will continue our literacy engagement activities throughout the school year and summer including family literacy nights, newsletter strategy tips, and much more. Within the community, we will continue our partnership with Shiocton Public Library to organize summer reading challenges and book lending services. We are also fortunate to have volunteers read with students during our school day.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

Our early literacy instruction is continuously monitored through data collected from classroom assessments, universal assessments, informal observations, and overall student growth. Teachers meet biweekly with the literacy coach/reading specialist to analyze student data, review curriculum, and plan instruction to meet the needs of all students. The literacy coach/reading specialist then reviews all the data and brings it to the Building Consultation Team for review to determine if adjustments need to be made to our universal curriculum.