



# Washington Island School District Early Literacy Remediation Plan 2024-2025

Beginning in the school year 2024-2025, Wisconsin public schools, independent charter schools, and schools participating in the choice program are required to develop an Early Literacy Remediation Plan for grades 5K-3 and publish it to the district or independent charter school's website.

## Section 1: Introduction

Washington Island School District's Early Literacy Plan
Publication date: 1/8/2025
<p style="text-align: center;"><b><u>Mission</u></b></p> <p style="text-align: center;">We are committed to teaching, learning, growing, and succeeding</p> <p style="text-align: center;"><b><u>Vision</u></b></p> <p style="text-align: center;">The Washington Island School District, in partnership with family and community, will strive for excellence in education to ensure each of our students may live responsible, creative, and fulfilling lives in a global society.</p>
<p style="text-align: center;"><b>Early Literacy Mission:</b></p> <p style="text-align: center;">Every student is learning, growing, achieving, and succeeding.</p> <p style="text-align: center;"><b>Vision:</b></p> <p style="text-align: center;">Every student gets the instruction, intervention, and/or enrichment they need to be a successful, literate student, at -or above- grade level by third grade.</p>

Universal Approach to High-Quality Instruction
Links to standards: <ul style="list-style-type: none"><li>• <a href="#">Wisconsin Standards for English Language Arts, DPI 2020</a></li><li>• <a href="#">Wisconsin Essential Elements for English Language Arts, DPI 2022</a></li><li>• <a href="#">Wisconsin Model Early Learning Standards Fifth Edition</a></li><li>• <a href="#">The 2020 Edition   WIDA</a></li></ul>
Washington Island School District's Approach to Early Literacy Instruction
Washington Island Public Schools has the unique opportunity to deliver high-quality, systematic, and explicit instruction in the area of literacy to all students on a very personal level. Due to the population of the district, teachers and students can interact very closely, and teachers can

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provide one-on-one support and feedback in an efficient and timely manner.

The district currently utilizes an [Early Literacy Curriculum Council-approved Tier I curriculum](#): HMH's Into Reading with Amira. This curriculum provides students with systematic and explicit instruction in all 9 areas of science-based early reading instruction as defined by [Wis. Stat. §§ 118.015](#). Teacher practices within this curriculum include modeling, guided instruction, independent practice, feedback, scaffolding, and targeted small-group support.

The program utilizes fun and engaging characters and texts, generating student interest in skill and content work. The curriculum includes a wide variety of decodable texts, an integral component of quality science-based literacy instruction, that builds student's background knowledge, empathy, and global understanding. The paired online software, Amira, provides 1:1 tutoring, oral reading fluency assessments, and dyslexia risk screening.

The use of this program allows our teachers to deliver quality instruction to each and every student. Assuring success through research-based instructional practices and assessment of student progress.

## Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners	Parent/Caregiver Communication
<p><b>Statewide 4K Fundamental Skills Screening Assessment</b>  <i>Pearson aimswebPLUS</i>                      (phonemic awareness &amp; letter-sound knowledge)</p> <p><b>Screening windows/dates:</b></p> <ul style="list-style-type: none"> <li>● <b>Spring: TBD, no later than 45 days before the end of the school year.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Parents and caregivers can expect to receive their student's results via an email and a paper copy that will be sent home directly with students, within 15 days of the scoring of the statewide early literacy screener.</li> <li>● Reports will be sent two times per year, in the fall and spring.</li> <li>● Please notify the school of your preferred language and mode of communication.                             <ul style="list-style-type: none"> <li>○ Zuzka Krueger, Administrative Assistant                                     <ul style="list-style-type: none"> <li>■ (920) 847-2507</li> </ul> </li> </ul> </li> </ul>
<p><b>Statewide 5K-3 Universal Screener</b>  <i>Pearson aimswebPLUS</i>                      (phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding &amp; oral vocabulary)</p> <p><b>Screening windows/dates:</b></p> <ul style="list-style-type: none"> <li>● <b>Mid Year: Monday, January 13</b></li> <li>● <b>Spring: TBD, no later than 45 days before the end of the school year.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Parents and caregivers can expect to receive their student's results via an email and a paper copy that will be sent home directly with students, within 15 days of the scoring of the statewide early literacy screener.</li> <li>● Reports will be sent three times per year-fall, winter, and spring.</li> <li>● Please notify the school of your preferred</li> </ul>

	<p>language and mode of communication.</p> <ul style="list-style-type: none"> <li>○ Zuzka Krueger, Administrative Assistant</li> <li>■ (920) 847-2507</li> </ul>
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Diagnostic Literacy Assessments			
<p>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).</p>			
Assessment title(s)	Skill area(s)	Technical Specifications	
aimswebPlus	<ul style="list-style-type: none"> <li>● Phonemic Awareness</li> <li>● Phonological Awareness</li> <li>● Decoding</li> <li>● Alphabet Knowledge</li> <li>● Letter Sound Knowledge</li> <li>● Oral Vocabulary</li> <li>● Rapid Naming (Kindergarten)</li> <li>● Word Recognition</li> <li>● Spelling</li> <li>● Vocabulary</li> <li>● Listening Comprehension</li> </ul>	Validity Score:	74%
		Reliability Score:	95%
FastBridge by Renaissance Learning	<ul style="list-style-type: none"> <li>● Rapid Naming (Kindergarten)</li> </ul>	Validity Score:	98%
		Reliability Score:	97%

### 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
<ul style="list-style-type: none"> <li>● Phonemic Awareness</li> <li>● Phonological Awareness</li> <li>● Decoding</li> <li>● Alphabet Knowledge</li> <li>● Letter Sound Knowledge</li> <li>● Oral Vocabulary</li> <li>● Fluency</li> <li>● Spelling</li> <li>● Vocabulary</li> <li>● Listening Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● Elkonin Boxes</li> <li>● Manipulatives</li> <li>● Small group</li> <li>● 1:1</li> <li>● <i>Phonics for Reading</i></li> </ul>	<ul style="list-style-type: none"> <li>● FastBridge Curriculum-Based Measures (CBMs)</li> </ul>
<ul style="list-style-type: none"> <li>● Phonemic Awareness</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Sound Partners</i></li> </ul>	

<ul style="list-style-type: none"> <li>● Phonological Awareness</li> <li>● Decoding</li> <li>● Alphabet Knowledge</li> <li>● Letter Sound Knowledge</li> <li>● Fluency</li> <li>● Spelling</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Read Live</i></li> </ul>	
<ul style="list-style-type: none"> <li>● Fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Repeated reading</li> </ul>	

**Personal Reading Plans (PRPs)**

- Students who score below the 25th percentile on the reading readiness screener are considered “at-risk” and will receive a personalized reading plan. This plan [\(see link\)](#) includes:
  - 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 to families/caregivers no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by a 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***

[Click here](#) to access *Wisconsin's Informational Guidebook on Dyslexia and Related Conditions*.  
[Click here](#) to access a one-page summary of the Guidebook.

**Promotion Policy (TBD)**

Insert link here (DPI model policy will be available after January 1, 2025)

**Summer Reading Support**

Washington Island School District is positioned to provide personalized summer reading Support for your child. In May of each school year, after the spring screening window, school district professionals will reach out to families of students on Personal Reading Plans to establish a service plan for summer reading support.

**Exit Criteria**

Wis. Stat. §§ 118.016, states that a student with a personal reading plan can be exited that plan when both parents/caregivers and the school agree that the student has met the plan's goals and, for students in 3rd grade, achieves a grade level score or higher on the reading portion of the Wisconsin Forward Exam in grade 3 (118.016(5)(d)).

Students must demonstrate adequate progress through weekly monitoring measures and must score at or above the 25th percentile on Aimsweb assessments.

- **5K:** Adequate progress is demonstrated through proficiency in nonsense word fluency and phoneme segmentation. Students scoring at or above the 25th percentile on both subtests as part of progress monitoring as well as on the Composite Score at the next Universal Screening Window.
- **Grades 1-2:** Proficiency is measured through oral reading fluency. Students should achieve a score at or above the 25th percentile on the Oral Reading Fluency subtest.
- **Grade 3:** Proficiency includes both oral reading fluency and performance on the state summative reading assessment.

## Section 4: Family and Community Engagement

### Family Notification Policy

Parents and caregivers can expect to receive their student's results via an email and a paper copy that will be sent home directly with students, within 15 days of the scoring of the statewide early literacy screener.

If your child is determined to be "at-risk" as a result of the screener, diagnostic assessments of the reading skills of your student will be administered by school professionals, and a Personal Reading Plan will be developed. Parents and caregivers can expect to receive the results of the screener, diagnostics, and the Personal Reading Plan via an email and a paper copy, which will be sent home directly with students, by the 3rd Friday in November, or within 10 days of the scoring of the statewide early literacy screener.

In addition, parents/caregivers of "at-risk" students will be provided with information on the special education process and dyslexia.

Please notify the school of your preferred language and mode of communication.

- Zuzka Krueger, Administrative Assistant
  - (920) 847-2507

A plain language description of the early literacy skills assessed on the screener is provided below:

#### Early Reading Skills

2023 Wisconsin Act 20 requires that children are assessed in the early reading skills of alphabet knowledge, letter-sound knowledge, phonemic awareness, and decoding. These skills are assessed differently depending on the student's grade level. You can learn more about these important early reading skills below:

- **Alphabet knowledge:** Knowing the names of printed letters.
- **Letter sound knowledge:** Knowing the sounds of printed letters.
- **Phonemic awareness:** Hearing, saying, and manipulating individual sounds in spoken words.
- **Decoding skills:** Connecting sounds to written letters to read printed words.
- **Oral vocabulary:** Understanding the meanings of words when speaking or listening.

### aimswebPlus Early Reading Screening Assessments

The aimswebPlus reading screeners that measure the skills above are based on a student's grade level. You can learn more about these assessments below:

- **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 (4K-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 (4K-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. This assessment will take 2-3 minutes.
- **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. This assessment will take 2-3 minutes.
- **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. This assessment will take 2-4 minutes.
- **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 that typically takes 4-7 minutes.
- **Oral reading fluency (1st-3rd grade):** Measures a student's decoding skills. Your child will read two stories aloud, each for one minute.

### Family & Community Engagement Strategies

During the development of this plan, community input was provided in the form of school district staff members who are also parents of students enrolled. However, the district is always looking to improve our processes and systems. If you have questions or would like to provide feedback on any aspect of the district's Early Literacy Remediation Plan, or Act 20

Implementation, please feel free to reach out to:

- Tim Verboomen, Principal/Curriculum Director
  - (920) 847-2507 ext 1002
  - [tim.verboomen@island.k12.wi.us](mailto:tim.verboomen@island.k12.wi.us)
- Sarkis Wentland, District Reading Specialist
  - (920) 619-4804
  - [swentland@cesa7.org](mailto:swentland@cesa7.org) or [sarkis.wentland@island.k12.wi.us](mailto:sarkis.wentland@island.k12.wi.us)

## Section 5: Strategic Use of Data

### Early Literacy Instructional Evaluation Process

Washington Island Public Schools screens all K-3 students in early literacy three times each year (fall, mid-year, and spring), and 4K students twice per year (fall and spring). After each round of assessment, the building principal, District Reading Specialist, Director of Special Education, Response to Intervention Coordinator, and teacher volunteers meet to analyze the data to identify system trends. This process reveals areas of strength and areas of growth.

Once these trends are identified, the team determines the necessary course of action to build on the system's strengths and address the areas of growth. During this time, reviews of the curriculum are made, and should adjustments be required, the team works with teachers to implement changes. Additionally, instructional coaching may take place in order to support staff in fortifying strengths in early literacy instruction, and developing the best practices that lead to student literacy success. Finally, students identified as "at risk" are placed on Personal Reading Plans (linked above), and teachers carefully monitor their progress toward the goals outlined in the PRP

# Washington Island School District

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*Tim Verboomen - District Administrator (Principal/Director of C&I/AD)*

*Sue Cornell - District Administrator of Business Services and Human Resources*

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