



Algoma School District's Early Literacy Remediation Plan

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Section 1: Introduction

Algoma School District's Early Literacy Plan
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District Vision and Mission: The mission of the Algoma School District is to strive for excellence in education for all students, help students develop to their fullest potential, and promote personal integrity, so that they may become contributing members of society. We commit to achieve this mission by using the talents, assets, & resources available and will encourage a partnership of community, students, family & school.
Early Literacy Mission: Our mission is to cultivate a comprehensive and inclusive ELA program that explicitly and systematically teaches essential literacy skills—reading, writing, phonemic awareness, phonics, spelling, vocabulary, fluency, grammar, oral language, listening, critical thinking, and comprehension—across all grade levels and subjects. We strive to foster a deep appreciation for literacy and cultural understanding, empowering students to become effective communicators, critical thinkers, and productive members of society.
Early Literacy Vision Statement: Our vision includes an engaging, interactive, and routine-based ELA learning environment where students explore diverse cultures and topics through high-quality instruction and student-led learning. Our educators will utilize the gradual release of responsibility model, consistently maintaining high expectations, providing differentiated support, and employing interactive strategies to ensure students are equipped with the skills needed to meet grade-level standards. Through collaboration, collection of data, administering regular assessments, and giving meaningful feedback, we will create a culture of growth and achievement, ensuring all students receive the tiered multi-level system of support necessary for success in literacy across all content areas. As a unified team, we will work together—observing, shadowing, and reflecting—to foster a love for literacy and lifelong learning for every student.
Link to plan in additional languages:

Universal Approach to High Quality Instruction
Links to standards: <ul style="list-style-type: none">• 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

At the heart of our literacy program is a commitment to creating a culturally and linguistically responsive environment that values and celebrates the diverse experiences, languages, and backgrounds of all students. Our instructional framework is designed to be inclusive, equitable, and adaptable, ensuring that every student has access to high-quality, evidence-based literacy instruction that promotes both academic achievement and a lifelong love for learning.

Our curriculum is grounded in research-based practices and organized around a gradual release of responsibility model, allowing for explicit instruction, guided practice, and independent learning. Through carefully structured, routine-based lessons, we incorporate culturally relevant texts and materials that reflect the diverse identities and experiences of our student body, enabling them to see themselves in their learning while broadening their perspectives on the world. This approach not only enhances comprehension and engagement but also fosters empathy, critical thinking, and a deep appreciation for different cultures.

We employ a variety of evidence-based instructional practices, such as interactive read-alouds, shared reading, guided writing, and collaborative discussions, to actively engage students in their literacy development. These practices are paired with frequent assessments and student conferencing to inform instruction, allowing us to tailor our teaching to meet the unique needs and strengths of each learner. By using differentiated scaffolding and support within our universal instruction, we provide multiple entry points for students to access and master literacy skills, ensuring that all students are challenged and supported appropriately.

In our classrooms, positive behavior expectations are clearly communicated, modeled, and reinforced, creating a safe and nurturing environment where students feel empowered to take risks, share their ideas, and lead their learning. We utilize inclusive practices that encourage student voice, choice, and collaboration, ensuring that every student feels valued and respected. Through engaging, discussion-driven activities, we promote active participation and foster a sense of belonging, enabling students to develop strong oral language skills and build confidence in their literacy abilities.

Ultimately, our universal approach to literacy learning is built on the belief that every student has the potential to thrive. By providing consistent, high-quality tier 1 instruction, differentiated support, and meaningful feedback, we create a literacy-rich environment where all students can develop the skills, knowledge, and attitudes necessary to become confident, competent, and culturally aware members of society.

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners	Parent/Caregiver Communication
Statewide 4K Fundamental Skills	<ul style="list-style-type: none">• Parents/caregivers can expect to receive an

<p>Screening Assessment: <i>Pearson aimswebPLUS</i></p> <ul style="list-style-type: none"> ● 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. <p>Screening windows/dates:</p> <ul style="list-style-type: none"> ● Fall: No more than 45 days into the school year ● Winter: Not required ● Spring: No more than 45 days prior to the end of the school year 	<p>electronic notification via NextPath that will be sent within 15 days of the scoring of the statewide early literacy screener.</p> <ul style="list-style-type: none"> ● Reports will be sent twice per year in the fall and spring. ● Please notify the school of your preferred language and mode of communication.
<p>Statewide 5K-3 Universal Screener</p> <p>Screening Assessment: <i>Pearson aimswebPLUS</i></p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Parents/caregivers can expect to receive an electronic notification via NextPath 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. ● Forward Exam results will be sent home one time per year.

<ul style="list-style-type: none"> • 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. <p>Screening windows/dates:</p> <ul style="list-style-type: none"> • Fall: August – November • Mid-year: December – March • Spring: March – July • Forward Exam: March - April 	
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Diagnostic Literacy Assessments						
Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener in either the fall, winter, or spring, 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).						
Skill	Assessment description	4K	K	1	2	3
Phonemic Awareness	Measures a child’s ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.	Assessed in Screening			Informed by analysis of SP	
Phonological Awareness	Evaluates a child’s broader ability to recognize and manipulate units of sound in spoken	N/A	Assessed in Screening			

	language, including syllables, onsets, rimes, and phonemes.				
Decoding	Evaluates a student’s understanding of the relationship between letters and sounds.	N/A	Assessed in Screening		
Alphabet Knowledge/ Letter Name Knowledge	Measures how quickly and accurately a student can recognize and name letters.	N/A	Assessed in Screening		
Letter Sound Knowledge	Measures a student's ability to associate letters with their corresponding sounds.	Assessed in Screening			
Oral Vocabulary	Assesses a student’s understanding and expressive use of spoken words.	N/A	Assessed in Screening		
R.A.N. - Rapid Automatic Naming	Assesses a child’s ability to quickly name a series of familiar items, such as colors, objects, or letters.	N/A	Assessed in Screening	RAN	RAN
Word Recognition	Evaluates a student’s ability to recognize written words, both familiar and new, quickly and accurately.	N/A	WRF (Spring Only)	WRF	Informed by analysis of ORF
Spelling	Measures a child’s ability to apply knowledge of phonics, word patterns, and rules to spell words correctly.	N/A	SP		
Vocabulary	Assesses a student's understanding and use of words.	N/A	Assessed in Screening		
Listening Comprehension	Assesses a student’s ability to understand spoken language,	N/A	LC		

	including stories, instructions, or information presented orally.				
Oral Reading Fluency	Measures a child's ability to read a passage aloud accurately, quickly, and with proper expression.	N/A	N/A	Assessed in Screening	
Reading Comprehension	Evaluates how well a student understands and interprets written text.	N/A	N/A	N/A	Assessed in Screening
<u>AimswebPlus Acronyms Explained:</u> <ul style="list-style-type: none"> • SP - Spelling • VO - Vocabulary • LNF - Letter Naming Fluency • RAN - Rapid Automatic Naming • LC - Listening Comprehension • WRF - Word Reading Fluency • ORF - Oral Reading Fluency • SLA - Survey Level Assessment 					

Diagnostic Assessment Parent/Caregiver Communication
Parents/caregivers can expect to receive an electronic notification containing their child's diagnostic assessment data via NextPath. The electronic notification will be sent within 10 days of the Reading Readiness Screener. Please notify the school of your preferred language and mode of communication.

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
• Phonemic	PRESS	• AimswebPlus Weekly

<ul style="list-style-type: none"> Awareness • Phonics • Oral Reading Fluency • Reading Comprehension • Vocabulary 		<ul style="list-style-type: none"> Progress Monitoring • Decoding weekly word lists
<ul style="list-style-type: none"> • Oral Reading Fluency 	Repeated Partner Reading	<ul style="list-style-type: none"> • AimswebPlus Weekly Progress Monitoring • Daily word count graphing/mapping
<ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Alphabet Knowledge • Letter Sound Knowledge • Decoding 	Sound Partners	<ul style="list-style-type: none"> • AimswebPlus Weekly Progress Monitoring • Mastery Checks at the end of each tenth lesson
<ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Oral Reading Fluency • Alphabet Knowledge • Letter Sound Knowledge • Decoding 	Sondag Intervention System 1	<ul style="list-style-type: none"> • AimswebPlus Weekly Progress Monitoring • Mastery Checks at the end of each third lesson
<ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Oral Reading Fluency • Reading Comprehension • Vocabulary • Morphology • Syntax • Alphabet Knowledge • Letter Sound Knowledge • Decoding 	UFLI Foundations	<ul style="list-style-type: none"> • AimswebPlus Weekly Progress Monitoring • Fluency Checks • Spelling Assessments
<ul style="list-style-type: none"> • Phonics • Oral Reading 	Wilson Reading System	<ul style="list-style-type: none"> • AimswebPlus Weekly Progress Monitoring

<ul style="list-style-type: none"> • Fluency • Vocabulary 		<ul style="list-style-type: none"> • Progress Monitoring Charts • End-of-Step Assessments • WRS Spelling Progressions
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Personal Reading Plans	
<ul style="list-style-type: none"> • Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan includes: <ul style="list-style-type: none"> ○ 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 through NextPath 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 through NextPath at least every 10 weeks. 	
Wisconsin's Informational Guidebook on Dyslexia and Related Conditions	
<ul style="list-style-type: none"> • <u>Wisconsin's Informational Guidebook on Dyslexia and Related Conditions</u> 	
Promotion Policy	

Policy 5410: PROMOTION, PLACEMENT, AND RETENTION

Promotion from Grade 3 to Grade 4:

- *The Algoma School Board plans to approve its promotion policy on June 23, 2025.*

Promotion from Grade 4 and Grade 8:

- A student shall be promoted from 4th to 5th grade when the student meets the following criteria:
 - Score proficient in at least two curriculum subtests and on the state Forward Exam in one subject area.
 - Passing a majority of their subjects.
 - Teacher recommendation based on student's academic performance.
- A student shall be promoted from 8th to 9th grade when the student meets the following criteria:
 - Score proficient on at least two curriculum subtests and on the state Forward Exam in one subject area.
 - Passing all of their subjects.

Summer Reading Support

The Algoma School District will implement a summer reading support program to begin in the summer of 2026. Planning for the implementation of this program will take place during the 2025-2026 school year and will include details related to the following:

- *Description of the summer reading support that will be offered, to which students, and how and when parents/caregivers can expect communication.*
- *How will we determine the need for summer reading support?*
- *What summer reading support will be available to students who do not meet grade-level proficiency by the end of 3rd grade?*
- *How and when will we notify parents/caregivers of summer reading interventions/supports available?*
- *How will we determine and communicate if a student qualifies for a good cause exception?*
- *What are the expectations for schools/teachers to communicate with parents during the summer reading programming?*

Exit Criteria

General Exit Criteria

- A personalized reading plan is considered complete when the Algoma School District and parents or families decide that the child has met the goals of the plan and has shown an adequate rate of progress according to grade-specific

measures. Act 20 states that to exit a personalized reading plan, a child must demonstrate adequate rate of progress in reading development according to grade-specific measures. Personalized reading plan and progress monitoring goals will be ambitious, to close the gap as soon as possible.

Exit Criteria for Grade 5K

- For children enrolled in 5K, adequate rate of progress for the purpose of exiting a personalized reading plan are nonword or nonsense word fluency and phoneme segmentation fluency. Students can exit a personalized reading plan in the fall, winter, spring, or after 10 full weeks of targeted intervention. Grade 5K students can also exit a personalized reading plan if *both* their LWSF and LNF composite score is above the cut score listed below.

Exit Criteria for Grades 1 and 2

- For children enrolled in grades 1 or 2, an adequate rate of progress for the purpose of exiting a personalized reading plan is oral reading fluency. Students can exit a personalized reading plan in the fall, winter, spring, or after 10 full weeks of targeted intervention. Benchmark scores for oral reading fluency are listed below.

Exit Criteria for Grade 3

- For children enrolled in grade 3, an adequate rate of progress for the purpose of exiting a personalized reading plan is oral reading fluency and a proficient level score on the state summative assessment (Forward Exam) in the area of reading. Students can exit a personalized reading plan in the fall, winter, spring, or after 10 full weeks of targeted intervention. Benchmark scores for oral reading fluency are listed below.

	5K			1			2			3		
	F	W	S	F	W	S	F	W	S	F	W	S
LWSF	<1	<24	<36	—	—	—	—	—	—	—	—	—
LNF	<19	<35	<43	—	—	—	—	—	—	—	—	—
ORF	—	—	—	<18	<35	<50	<45	<60	<76	<67	<85	<101

Parent/Caregiver Agreement

- Parents/Caregivers will be notified when their child is eligible to exit a personalized reading plan. This notification through NextPath will be a copy of the student's personalized reading plan, including multiple data sources such as attained goals, progress monitoring data, and proof of adequate progress.

Parents/Caregivers will be expected to acknowledge the electronic notification to the school district.

Section 4: Family and Community Engagement

Family Notification Policy

Parent/Caregiver Notification

- Parents/Caregivers will receive an electronic notification through NextPath of their child's Reading Readiness Assessment and Diagnostic Screener. Acknowledgement of the electronic notification will act as a digital signature.

Description of Literacy Skills in the Reading Readiness Screener

- Act 20 states that learners in 4K must be evaluated on phonemic awareness and letter sound knowledge. Act 20 states that learners in 5K through grade 3 must be evaluated on phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, and oral vocabulary.

Dyslexia/Special Education Information

- The Algoma School District provides information on the school website about Dyslexia and the characteristics of dyslexia with families/caregivers of students whose diagnostic assessment results indicate "at-risk" status. This information can be found [here](#).
- The Algoma School District provides special education information with families/caregivers of students whose diagnostic assessment results indicate "at-risk" status. This information can be found [here](#).

Family & Community Engagement Strategies

Recommendations for Parent(s)/Caregiver(s) from School Professionals:

- Encourage Daily Reading Practice
- Discuss Stories and Ask Open-Ended Questions
- Practice Phonics and Word Recognition
- Build Vocabulary with Real-Life Context
- Encourage Writing at Home
- Use Provided Home Practice Materials
- Support Oral Language and Storytelling
- Celebrate Progress and Provide Positive Reinforcement
- Provide a Print-Rich Environment at Home
- Ask Teachers for Feedback and Support

Recommendations for Additional Services & Resources in the Community:

- Algoma Public Library
- Algoma Book Corner

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process	
<p>The school board or operator of the independent charter school utilizes a systematic approach to analyze assessment data to evaluate and enhance early literacy instruction. This plan ensures alignment with statutory requirements, including the annual evaluation of the comprehensive literacy curriculum by the district reading specialist.</p> <p>By systematically leveraging assessment data and the expertise of the district reading specialist, the school board ensures that early literacy instruction is data-driven, equitable, and continuously improving. This process aligns with statutory requirements and fosters a culture of high-quality literacy instruction to support all students' success.</p>	
Plan Components	
Data Collection and Analysis	<u>Screening and Benchmark Assessments</u> : Students are assessed three times per year using universal screening tools to measure foundational literacy skills, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.
	<u>Progress Monitoring</u> : Students receiving interventions are monitored biweekly or monthly to track their growth and the effectiveness of instruction.
	<u>Summative Assessments</u> : State and district-level assessments provide cumulative data on students' literacy performance at the end of the year.
Collaborative Review and Evaluation of Literacy Instruction	<u>Data Teams</u> : Educators, interventionists, and administrators meet regularly to review assessment data, identify trends, and pinpoint gaps in instructional practices.
	<u>Professional Development</u> : Assessment outcomes inform targeted professional development for teachers, emphasizing evidence-based literacy practices.
Role of the District Reading Specialist	<u>Curriculum Review</u> : Using assessment data, the specialist identifies the strengths and weaknesses of the current curriculum in addressing diverse learners' needs.
	<u>Alignment Check</u> : Ensures the curriculum aligns with state standards and evidence-based literacy practices.
	<u>Feedback Collection</u> : Gathers input from teachers and administrators on curriculum implementation and effectiveness.

	<u>Report and Recommendations:</u> Prepares a formal report that includes data-driven recommendations for improving curriculum materials, instructional strategies, and intervention approaches.
Implementation of Findings	<u>Curriculum Adjustments:</u> Assessment data and the specialist's evaluation inform decisions on adopting or refining literacy curricula and resources.
	<u>Intervention Revisions:</u> The results guide adjustments to intervention programs to better address student needs.
	<u>Continuous Improvement:</u> The plan incorporates a cycle of assessment, evaluation, and instructional refinement to ensure sustained literacy growth.
Communication and Accountability	<u>Reporting to Stakeholders:</u> Assessment results and curriculum evaluation findings are shared with the school board, teachers, and families to maintain transparency and accountability.
	<u>Progress Monitoring:</u> The school board tracks implementation of recommendations and monitors improvement in student literacy outcomes over time.