

School District of Neillsville
Literacy Plan
January 2025

Purpose of Plan *The purpose of this plan is to achieve our student reading achievement goals. We want to attain these goals, however, growth toward the goal is also very important. By the end of the 2024-25 School year, at least 80% of elementary students will perform at or above the 50th percentile on the FastBridge Reading Assessment; or score Proficient or Advanced on the Forward Exam English Language Arts Assessment. We will assess each year to determine goal attainment and/or growth.*

State Laws:

- [Act 20:](#)
 - Act 20 states that all Wisconsin schools are required to provide science-based early literacy instruction in both universal and intervention settings. Science-based early literacy instruction is defined as the following. Instruction that is systematic and explicit and consists of all the following:
 - Phonological awareness
 - Phonemic awareness
 - Phonics
 - Building background knowledge
 - Oral language development
 - Vocabulary building
 - Instruction in writing
 - Instruction in comprehension
 - Reading fluency

Phonics is defined as the study of the relationships between sounds and words; this includes alphabetic principle, decoding, orthographic knowledge, encoding, and fluency.

Note that the Wisconsin Standards for ELA 2020 defines fluency as being comprised of accuracy, automaticity, and prosody.

- Reading Assessment:
 - [Wis. Stats. 118.016](#) requires each pupil enrolled in 4-year-old kindergarten to 3rd grade in a school district or in a charter school to be annually assessed for reading readiness. Each school board and the operator of each charter school shall select the appropriate, valid, and reliable assessment of literacy fundamentals to be used.

The school board or operator shall ensure that the assessment evaluates whether a pupil possesses phonemic awareness and letter sound knowledge.

- [Reading Specialist:](#)
 - (3) Implement a reading curriculum in grades 5K through 12;
 - act as a resource to classroom teachers to implement the reading curriculum;
 - work with administrators to support and implement the reading curriculum;
 - conduct an annual evaluation of the reading curriculum;
 - and to coordinate the reading curriculum with other reading programs and other support services with the school district
- [Remedial Reading Standard C](#)

Assessment System for Identification

Per Act 20, students in grades PreK-3rd grade are assessed using a statewide reading readiness assessment beginning, middle, and end of the year. In **grade 4K**, students are assessed on **phonemic awareness and letter sound knowledge**; in **grades 5K-3rd grades**, students are assessed on **phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, and oral vocabulary**. Districts are required to notify families with results no later than 15 days after assessment is completed.

A child scoring in the 25%tile and below will be given a **diagnostic assessment** within 10 days of the universal screener and no later than the 2nd Friday of November. The diagnostic assessment must include an evaluation of **rapid naming, phonological awareness, word recognition, spelling, vocabulary, listening comprehension, and, when developmentally appropriate, oral reading fluency and reading comprehension**. The results of the diagnostic assessment is also required to be communicated with families

Neillsville Elementary's Specific Plan by each Tier

- [WHOLE GROUP \(Tier 1\)](#)
 - Continue to improve explicit instruction
 - Use "I Can" statements
 - Use the "I Do, We Do, You Do" model
 - Use the lesson plan templates
 - Use the pacing on the lesson plan
 - Use "Sound Wall" and Vowel Valley"
 - 4K - Heggerty instruction
 - 5K-2nd Heggerty instruction and sound cards
 - Use data to drive instruction

- Every student is progress monitored

- INTERVENTION AND SMALL GROUP READING (Tier 2)

- Sound Partners for 5K -1st grade with fidelity
- SIPPS Intervention for 2nd -5th grades with fidelity
- Bridging the Gap - phonemic awareness intervention for older students
- Use of WonderWorks, Florida Center of Reading Research resources, Reading Rockets, FastBridge resources, sound cards, and decodables.
- Support in each general education classroom
- Utilize red (intervention) folders
- Use data to drive instruction
- Weekly communication between general education teacher and interventionist
- Use data dot cards

- INTERVENTION (Tier 3) - High Risk Students

- Sound Partners for 5K - 1st grade with fidelity
- SIPPS intervention for 2nd - 5th grade with fidelity
- Use decodables
- Use data to drive instruction
- Utilize red (intervention) folders
- Phonemic Awareness intervention
- Sound cards
- Weekly communication between general education teacher and interventionist