

Early Literacy Remediation Plan

Northland Pines School District



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INTRODUCTION

The NPSD Early Literacy Remediation Plan was published on June 30, 2025. Please contact the Curriculum Office at 715-337-2527 to receive this document in other languages.

Vision

The Northland Pines community guarantees rigor, relevance, and relationships to prepare all learners for life. ALL staff BELIEVE in ALL students

Literacy Vision

The Northland Pines School District believes literacy is an essential component to overall academic success. We believe in creating a literacy rich environment that develops lifelong learners. We also believe in promoting authentic literacy in which reading and writing is a part of every content area.

Universal Approach to High Quality Instruction

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](#)

Guiding Literacy Beliefs and Principles 4K-3

As a district, our literacy beliefs are guided by the following principles:

- ★ All children can and must learn to read.
- ★ All students can become expert readers and learners by providing accessible, intentional, and empowering opportunities for every child to access universal practices.
- ★ Through collaboration, educators use data and reflection to drive high-quality, targeted instruction for all learners.
- ★ Responsive Classroom practices support the Science of Reading by creating a safe, supportive, and engaging learning environment where students feel confident to take risks, stay motivated, and actively participate in structured, evidence-based literacy instruction.
- ★ Children will be taught to their individual needs in a positive manner to instill and maintain a love of learning.
- ★ Literacy needs to be interdisciplinary.
- ★ Effectively use district-approved programs, practices, and resources to deliver standards-based instruction with fidelity
- ★ Assessment must be ongoing and purposeful to guide instruction.
- ★ All students can access the universal curriculum, regardless of individual need. Differentiated supports are provided within the general education environment whenever possible.

- ★ In teaching all components of reading which include oral language, phonological awareness, phonemic awareness, phonics, building background knowledge, vocabulary, comprehension, writing, and reading fluency.
- ★ Student independence is achieved when instruction is scaffolded within a gradual release of responsibility framework.
- ★ A variety of strategies are offered to increase student engagement.

The Science of Reading

The Science of Reading is a research-based understanding of how the brain learns to read and the most effective ways to teach reading. It combines evidence from education, cognitive science, linguistics, and neuroscience to show that reading is not a natural process. It must be taught. This research supports explicit, systematic, and structured instruction, especially in areas like phonemic awareness, phonics, fluency, vocabulary, and comprehension. That means teachers clearly explain and model reading skills step by step, giving students plenty of guided practice before expecting independent work. The Science of Reading helps ensure that all students, including those with reading difficulties, have the tools they need to become confident and successful readers.

Universal Instruction

All students in grades Kindergarten through third grade are receiving explicit and systematic structured literacy instruction. This instruction teaches letter and sound knowledge, phonemic awareness, and phonics skill. The teachers use direct instruction through multiple learning pathways. This type of instruction may include seeing, hearing, saying, writing and building words in a variety of ways.

In addition, all students receive direct instruction in fluency, vocabulary, comprehension and writing.

Direct instruction includes both whole group and small group instruction where at least $\frac{2}{3}$ is student practice. Speaking/Listening and Language Standards are interwoven within the curriculum programs, writing assignments, supplemental activities, and other content areas. Reading and writing are used in every content area across the curriculum, creating an authentic literacy approach to learning.

STRATEGIC USE OF DATA

Early Literacy Instructional Evaluation Process

Northland Pines School District values continuous improvement for our literacy practices and systems. Literacy assessment data is reviewed at the district, grade, and classroom level frequently. These analyses inform the creation of targeted literacy improvements and professional development opportunities to guide continued growth as a district.

EARLY LITERACY ASSESSMENT SYSTEM

Reading Readiness Universal Screener

All 4K through grade 3 students at Northland Pines School District are assessed three times per year using the **aimswebPlus** assessment system. This assessment system helps to identify students who may be at risk of reading difficulties and struggle to meet grade level standards.

Benchmark assessments take place three times during the school year:

- Beginning of the Year: September - October
- Middle of the Year: December - January
- End of the Year: March - April

Screeners by Grade Level

Grade	Fall	Winter	Spring
4K	Initial Sounds		Initial Sounds Letter Word Sounds Fluency
Kindergarten	Initial Sounds Auditory Vocabulary Letter Naming Fluency Letter Word Sounds Fluency	Initial Sounds Auditory Vocabulary Letter Naming Fluency Letter Word Sounds Fluency	Initial Sounds Auditory Vocabulary Letter Naming Fluency Letter Word Sounds Fluency
Grade 1	Phoneme Segmentation Auditory Vocabulary Letter Word Sounds Fluency Oral Reading Fluency	Auditory Vocabulary Oral Reading Fluency	Auditory Vocabulary Oral Reading Fluency
Grade 2	Vocabulary Oral Reading Fluency	Vocabulary Oral Reading Fluency	Vocabulary Oral Reading Fluency
Grade 3	Vocabulary Oral Reading Fluency	Vocabulary Oral Reading Fluency	Vocabulary Oral Reading Fluency

Family Communication

Parents can expect to receive a printed letter with screener results that will be sent home with your child within 15 days of the scoring of the early literacy screener. Reports will be sent home three times per year following the benchmark screening window: Fall, Winter and Spring.

If you have questions or concerns about your child's assessment report, please reach out to your child's classroom teacher.

Diagnostic 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 and/or parent caregiver. These diagnostic assessments are administered within 10 days of the scoring of the early literacy screener and include all of the specific literacy subskills enumerated in Act 20 and meeting the technical specifications in Act 20 (a sensitivity rate of 70%, a specificity rate of at least 80%, and include a growth measure). The diagnostic assessments are included in the aimswebPlus Assessment suite.

In addition, students are assessed regularly on classroom based skills and essential learning targets which guide instruction for your child.

Family Communication

Parents will be notified of their child's diagnostic results within 10 days of testing. If you have questions or concerns about your child's assessment report, please reach out to your child's classroom teacher.

STUDENT SUPPORTS

Personal Reading Plans

Students who score below the 25th percentile on the universal reading readiness screener will receive a personalized reading plan. After completing a literacy analysis using multiple student data sources, the student support team will create a plan to include:

- Screening and diagnostic assessment scores and percentiles
- Area of literacy focus
- Student goals and support strategies
- Progress monitoring measure and goal

Family Communication

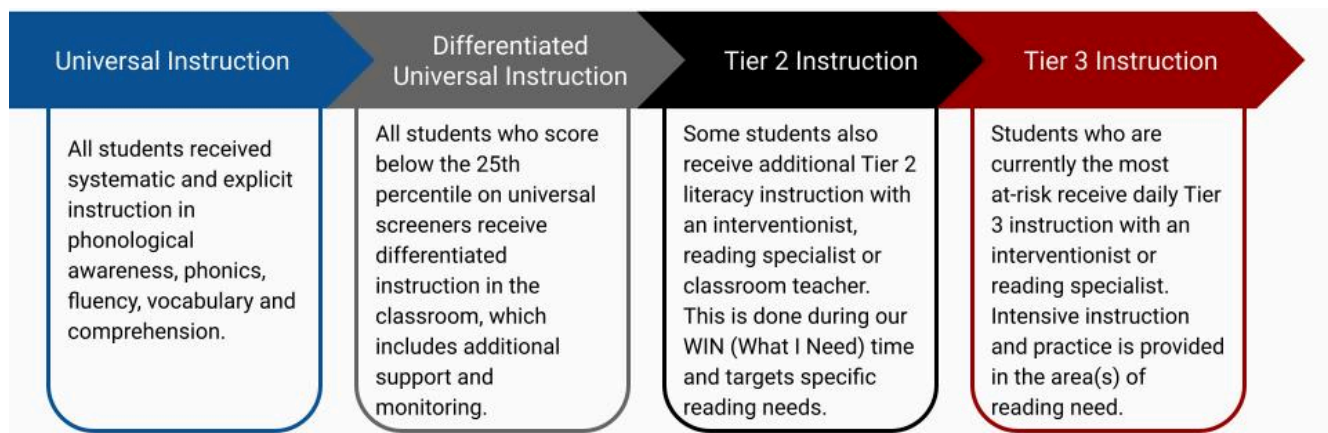
Parents can expect to receive a printed copy of their child's Personal Reading Plan (PRP) that will be sent home with your child within 10 days of their diagnostic testing. Included with the PRP will be:

- A brief Family History Survey. Wisconsin DPI has asked each school to request that a Family History Survey be completed for each family who has a student scoring below the 25th percentile on the universal screener.
- A signature page to sign and return, confirming that you have received your child's PRP.

Once a PRP is created, parents can expect to receive updates about their student's progress at least every 10 weeks.

Interventions

Evidence-based interventions which provide explicit and systematic instruction are available for students in need of additional support. The strategies and resources used to support your child's literacy instruction will vary based on your child's specific literacy needs. The intervention will be implemented based on NPSD's Multi-Tiered System of Supports (MTSS) for all students.



Exiting a PRP

Students in kindergarten through grade 2 who score above the 25th percentile on the aimswebPlus universal screener in the subsequent assessment window are eligible to exit their Personal Reading Plan.

Students in grade 3 who score above the 25th percentile on the aimswebPlus universal screener in the subsequent assessment window are eligible to exit their Personal Reading Plan only if their reading score on the Wisconsin Forward exam meets or exceeds grade level expectations. Students who do not meet the criteria to exit a PRP at the end of a school year will continue to be monitored and supported in reading through the District's MTSS framework.

All students who exit a PRP may continue to be monitored and supported in reading through the District's MTSS framework.

Summer Reading Support

Eagle Camp is offered each summer at Eagle River Elementary School for current 4K through grade 6 students in the Northland Pines School District. Eagle Camp is a summer school program that provides an educational and exciting adventure that all students can participate in to stay connected with friends, keep up with academics and have fun during the middle of the summer. Specific reading supports may be offered to students with a PRP to continue their literacy learning.

FAMILY AND COMMUNITY ENGAGEMENT

Family Resources

The aimswebPlus assessments identify children who are at-risk for difficulties in learning to read, but they do not diagnose dyslexia or other learning disabilities. For more information about the characteristics of dyslexia, please refer to [Wisconsin's Information Guidebook on Dyslexia and Related Conditions](#).

If you are concerned about your child's reading, you or their teacher can request additional literacy testing and a family history survey. This is not a special education referral and does not require a special education evaluation.

If your child scores above the 25th percentile and you have concerns about their performance, you or your child's teacher may request additional diagnostic literacy testing. Please note that the request is not a referral for special education, nor does it require a special education evaluation. If you believe that your child may have a disability that affects their ability to access, engage, and make progress in the general education curriculum, please contact Neal Eklund, School Psychologist at 715-479-8989, ext 2.

Family & Community Partnership

Families and communities are active partners as key collaborators in achieving the goal of literacy success for every learner. Please refer to our [Family Reading Resources](#) for ideas and activities to support your child.

Appendix A - Literacy Components of Science of Reading (SOR)

SOR Item	Definition
Phonological awareness	Refers to the skills of “word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation” (WI Act 20, Section 11, 2023).
Phonemic awareness	Refers to the skills of “identifying, isolating, blending, segmenting, and manipulating (adding, substituting, deleting) phoneme” (WI Act 20, Section 11, 2023).
Phonics	Refers to the “relationships between sounds and words; this includes alphabetic principle, decoding, orthographic knowledge, encoding, and fluency” (WI Act 20, Section 11, 2023).
Building background knowledge	Refers to “information that children learn and store in their memories, including details about themselves, other people, objects, and the surrounding world, encompassing beliefs, values, rules, and expectations within children's cultures, environments, and languages” (National Center on Early Childhood Development, Teaching Learning, 2022, p. 3)
Oral language development	Refers to developing a system of words and word combinations to communicate with others through speaking and listening (Foorman et al., 2016; Kosanovich et al., 2020).
Vocabulary building to develop lexical and morphological knowledge	Refers to instruction of expressive (words said and produced) and receptive vocabulary (words heard and understood) with the purpose of expanding students' knowledge of words and their meanings (Kosanovich, 2020, p. 1; UNESCO, 2020).
Instruction in writing	Refers to the “process through which people communicate thoughts and ideas... can include beginning scribbles, drawings, random letter strings, single letter spellings, invented spelling, or complete sentences and paragraphs... also can include students dictating ideas to an adult or peer for transcription” (Graham et al., 2018, p. 42).
Instruction in comprehension	Refers to “making meaning of what is viewed, read, or heard. Comprehension includes understanding what is expressed outright or implied as well as interpreting what is viewed, read, or heard by drawing on one's knowledge and experiences. Comprehension may also involve application and critical examination of the message in terms of intent, rhetorical choices, and credibility” (International Literacy Association, n.d.).
Reading fluency	Refers to “reading with accuracy, automaticity, and prosody” (WI DPI, 2020b, p. 76)