



Excellence is not only our goal...it is our tradition.

Early Literacy Remediation Plan

Date Adopted/Last Revised 5/7/25 (effective until amended)

Section 1: Introduction

Purpose of the Plan: The *Early Literacy Remediation Plan*, which is required by state law, addresses reading instruction, assessment, and remediation with a primary, but not exclusive, focus on five-year-old kindergarten through third grade. See § [118.016\(6\)](#).

The Plan is intended to help FES staff to:

- Achieve established goals for student learning within our literacy program.
- Identify students who may be developing in their literacy development.
- Structure and provide literacy-related interventions and learning support to students who have an identified need.

Additionally, this plan is to provide parents, guardians, and other caregivers with information about:

- The reading readiness and early literacy assessments that Freedom administers to students in kindergarten through third grade.
- How Freedom staff uses the results of reading readiness assessments and other information to plan and provide instructional interventions and added learning support for individual students if needed.
- The notices that Freedom provides to families about the results of students' assessments, as well as other communications that families may receive about their child's reading skills and literacy development.

Universal Approach to High-Quality Instruction

[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](#)

Section 2: Strategic Early Literacy Assessment

Reading Readiness Screeners

Statewide 4K Fundamental Skills Screening Assessment

- Pearson aimswebPlus (initial sounds and letter word sound fluency)
- Screening dates: Fall window, within the first 45 days of school; Spring window, within the last 45 days of school

Statewide 5K Universal Screener

- Pearson aimswebPlus (initial sounds, letter word sound fluency, letter naming, and vocabulary)
- Screening dates: Fall window, within the first 45 days of school; Winter, mid-year, before the end of 1st semester; Spring window, within the last 45 days of school

Statewide 1-3 Universal Screener

- Pearson aimswebPlus (oral reading fluency and vocabulary)
- Screening dates: Fall window, within the first 45 days of school; Winter, mid-year, before the end of 1st semester; Spring window, within the last 45 days of school

Diagnostic Literacy Assessment

5K-Grade 3 students who score below the 25th percentile on the screener will be administered diagnostic assessments within 10 days.

Skill Areas	Assessment
<ul style="list-style-type: none">• Phonological/Phonemic Awareness• Alphabet Knowledge• Letter Sound Knowledge• Decoding Skills• Oral Vocabulary	<p>Fastbridge Diagnostics:</p> <ul style="list-style-type: none">• Letter Name Fluency• Letter Sound Fluency• Sight Words• Nonsense Words Fluency• Word segmenting• Decodable Word Fluency• Rapid Auto Naming (RAN)• AutoReading• aReading <p>AimswEBPlus</p> <ul style="list-style-type: none">• Reading comprehension• Listening Comprehension• Spelling <p>Core Phonics Survey The PAST Test</p>

Guardians will receive an automated email from our data management system, EduClimber, within 15 days following the diagnostic results.

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:

FES reading resources include: Foundations, Heggerty, and standards-driven, curated curriculum and instruction. This includes routine practice with the following skills: phonemic awareness, phonics, fluency, vocabulary, comprehension, building background knowledge, and oral language development.

Intervention Tool/Support Type included but not limited to: Really Great Reading HD Word, Really Great Reading Blast, UFLI, Slant, Bridge the Gap, Read Naturally, Equipped for Reading Success, Sound Partners, Press, & repeated readings

Personal Reading Plans

Students in grades 5k through third grade, who score below the 25th percentile on the State of Wisconsin Early Literacy Screener, aimswEBPlus, will receive a personalized reading plan.

This plan 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 if needed;
- Recommendations for relevant early literacy learning;
- Record of progress;
- Record of communication with parent/caregiver(s).

The district will provide an electronic copy of the plan to guardians within 10 days of a subsequent screener or diagnostic assessment.

Guardians will explicitly receive updates about the student's progress at least every 10 weeks.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

[Link to Dyslexia Information Guidebook.](#)

Promotion Policy

[Link to Third Grade Promotion and Retention: At-risk Policy](#)

Summer Reading Support

Students in 3rd grade and above who have not completed personal reading plans will be notified of an opportunity to participate in a summer reading intervention program. Students in grades kindergarten through 2nd grade will be offered to participate in FASD universal summer school, which may include additional intervention support. This will start Summer of 2028 with opportunities to participate earlier.

Exit Criteria

Students' personal reading plans will be reviewed every 10 weeks of instruction and/or upon completion of interventions. Screener, diagnostic, and progress monitoring data will be reviewed by the Reading Team, to determine if goals are met or not met and the next steps. Parents/caregivers will be informed through EduClimber of the next steps.

Section 4: Family Communication & Engagement

Family Notification Policy

Guardians will receive a letter explaining the testing process and a copy of screening results within 15 days following screener administration, which will include:

- The student's percentile
- A description of the five reading skills being measured
- A description of "At Risk"
- If a student is considered "at risk," additional information about special education and the characteristics of dyslexia.

Family & Community Engagement Strategies

Students receiving personal reading plans will also receive an explanation of strategies families/caregivers can use to support their student's grade-level literacy achievement:

[Parent/Guardian Reading Strategies Grades K-3](#)

[Parent/Guardian Guide to Early Literacy K-3](#)

Additionally, information within report cards and during parent-teacher conferences on these same strategies are shared.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

[Board Policy](#)

