

Barron Area School District Early Remediation Plan

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
Barron Area School District's Early Literacy Remediation Plan
Publication Date: 5/14/25 Revised 08/2026
District's Vision and Mission: The mission of the Barron Area School District is to ensure all students reach their dreams while making a positive impact on the world!
Early Literacy Vision and Mission: All students can learn. Readers are writers, and writers are readers. There are nine elements of reading: phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, writing instruction, and background knowledge. Assessments should guide systematic, explicit, and scaffolded instruction designed to be gradually released. The quantity and quality of appropriate text, when paired with background knowledge, positively influence comprehension and fluency.
Link to Literacy Translated Copies:
Universal Approach to High Quality Instruction
Links to 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
Our universal approach to high-quality literacy instruction ensures that all students have access to rigorous, engaging learning experiences that support strong reading and language development. We implement the Core Knowledge Language Arts (CKLA) curriculum to provide systematic, knowledge-rich instruction that builds foundational reading skills, vocabulary, comprehension, and writing. Teachers use evidence-based instructional practices such as explicit phonics instruction, modeling, guided practice, discussion, and ongoing formative assessment to support student learning. Instruction includes responsive practices that value students' backgrounds and promote meaningful engagement and participation. Inclusive practices and engagement strategies are embedded in daily instruction to ensure equitable access for all learners. Flexible grouping, visual supports, and interactive learning structures support

student understanding and participation.

A positive learning environment is supported through school-wide behavior expectations, PBIS, and Conscious Discipline, which promote self-regulation, respect, and a strong sense of community.

Within universal instruction, differentiated scaffolds and supports such as small-group instruction, language supports, and visual aids are used to ensure all students can access grade-level literacy instruction and experience success.

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners

Statewide 4K Fundamental Skills Screening Assessment

[AimswwebPLUS](#)

Screening windows/dates:

[Fall/Spring](#)

Pearson aimswwebPLUS

- Phonemic Awareness
- Letter-Sound Knowledge

Parent/Caregiver Communication:

- Parents and caregivers can expect to receive a letter by mail, at parent meetings, or from their child that will be sent **within 15 days** of the scoring of the statewide early literacy screener.
- Reports will be sent twice per year in the fall and spring.
- Please notify the school of your preferred language and mode of communication.

Statewide 5K - 3 Universal Screener

[AimswwebPLUS](#)

Screening windows/dates:

[AimswwebPLUS Fall/Winter/Spring](#)

Pearson aimswwebPLUS

- Phonemic Awareness
- Letter-Sound Knowledge
- Alphabetic Knowledge
- Decoding
- Oral Vocabulary

Parent/Caregiver Communication:

- Parents and caregivers can expect to receive a letter by mail, at parent meetings, or from their child that will be sent **within 15 days** of the scoring of the statewide early literacy screener.
- Reports will be sent three

		times per year in the fall, winter, and spring. Please notify the school of your preferred language and mode of communication.
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Diagnostic Literacy Assessments

Diagnostic assessments will be administered to students who score below the 25th percentile on the 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 at least 70%, a specificity rate of at least 80%, and includes a growth measure).

Skill Area	Assessment(s)	Technical Specifications
Rapid Naming (RAN)	AimswwebPLUS	One-to-one in-person
Phonological Awareness	AimswwebPLUS	One-to-one in-person
Word Recognition	AimswwebPLUS	One-to-one in-person
Spelling	AimswwebPLUS	One-to-one in-person
Vocabulary	AimswwebPLUS	Online
Listening Comprehension	AimswwebPLUS	Online
Oral Reading Fluency	AimswwebPLUS	One-to-one in-person
Reading Comprehension	AimswwebPLUS	Online
<i>Other</i>	AimswwebPLUS	
Parent/Caregiver Notification	<i>Diagnostic assessment results must be communicated with the parent/caregiver, which includes the student score for each area assessed, along with a plain language description of those skills, and the score indicating whether or not the child is at risk.</i>	

Section 3: Student Supports

Early Literacy 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 Progress Monitoring
Basic Reading/Fluency	Boost Reading	AimesWeb Plus
Basic Reading/Fluency	UFLI	AimesWeb Plus
Basic Reading/Fluency	Repeated Reading	AimesWeb Plus
Basic Reading/Fluency	Pre/reteaching	AimesWeb Plus

Personal Reading Plans

- Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan will include:
 - A description of the science-based early literacy programming being delivered to the child;
 - 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(s)/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**
- [personal reading plan](#)
- Local exit criteria for PRP by grade level is established at scoring above the 25th percentile in the identified assessments that triggered the PRP or for 3rd and 4th grade proficiency on the WI Forward.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

https://dpi.wi.gov/sites/default/files/imce/reading/Dyslexia_Guidebook.pdf

Promotion Policy

[5411 - THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS](#)

Summer Reading Support

Student identified below the 25th percentile on the Spring Benchmark Assessment will be placed in a summer reading intervention program, during one or both summer school sessions.

Exit Criteria

Students may exit their Personal Reading Plan when: • In 5K: adequate progress is demonstrated through proficiency in nonsense word fluency and phoneme segmentation. • In Grades 1-2: adequate progress is demonstrated through proficiency in oral reading fluency. • In Grade 3: adequate progress is demonstrated through proficiency in oral reading fluency and proficiency on the state summative reading assessment (Forward Exam) For more information click [HERE](#)

Section 4: Family & Community Engagement

Family Notification Policy

[Family Notification](#)

Family and Community Engagement Strategies

Families are critical partners with the school to assist and support their students' language and reading development. There are multiple opportunities annually for families to learn and become directly involved in their student's success, starting with Goal Setting.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

Building and district leadership work collaboratively with the reading specialist to examine the effectiveness of early literacy instruction across the LEA. Using AIMSweb screening and progress-monitoring data alongside State Assessment results, the team analyzes student performance, identifies trends and instructional gaps, and determines areas where core reading instruction may need additional support or refinement. The reading specialist facilitates the data review process, helps leaders connect student outcomes to instructional practices, and supports the development of targeted improvements in early literacy instruction. As part of this leadership role, the reading specialist also completes an annual evaluation of the LEA's comprehensive literacy curriculum to determine how well the curriculum aligns with state standards, evidence-based literacy practices, student needs, and assessment outcomes. Findings from the annual evaluation and data review are used to guide professional learning, instructional adjustments, resource decisions, and continuous improvement efforts across the district.

Discussion and Planning Guide

Step 1: Establish a Team

Determine the necessary educational partners to support the development of the Early Literacy Remediation Plan.

- District Administrators
- District Reading Specialist
- Educators (e.g., classroom, reading, multilingual, special education, and specialists)
- Students and Families
- Community Members

- How have you appropriately involved families in the development and communication of the Early Literacy Remediation Plan? Families were asked for feedback at the Family Engagement Event.

- Have you considered including how your plan relates to your Multi-Level System of Support?
 - <https://dpi.wi.gov/emlss/resources>
 - <https://dpi.wi.gov/sites/default/files/imce/rti/pdf/mlss-key-system-features.pdf>
- Have you considered aligning your plan to other improvement initiatives?
 - Title I Schoolwide
 - AGR
 - CIP
- How is your plan culturally responsive to your unique community?
- Have you communicated your attendance improvement efforts?
 - <https://dpi.wi.gov/sspw/safe-schools/school-attendance>

Step 2: Identify Local Systems & Structures

Discuss Section 1 of the District Early Remediation Plan Template and draft an Introduction

Reflect:

- How will we introduce the purpose and components of the Early Literacy Remediation Plan?
- What is our local education agency's (LEA) vision and mission for learning and literacy?
- What is our universal/tier 1 approach to literacy curriculum, instruction, and assessment?
- How will our remediation plan relate to our overall multi-level system of support?

Step 3: Identify the Strategic Assessment System & Communication Plan

Discuss Section 2 of the District Early Remediation Plan Template and determine the LEA's assessment and communication processes.