

Pepin Area Schools Early Remediation Plan

Section 1: Introduction

Early Literacy Remediation Plan

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District's Vision and Mission:

The mission and vision of Pepin Area Schools is to encourage a community of learners in a positive atmosphere where learning is a lifelong process which develops responsible citizens who value knowledge.

Early Literacy Vision and Mission:

Pepin English Language Arts teachers believe that effective teaching of English Language Arts curriculum utilizes a strong core program grounded in research-based instructional practices that are aligned to essential standards. Educators will utilize depth of knowledge practices that focus on critical thinking and problem-solving so that students develop perseverance to become college and career-ready, life-long learners.

We believe that effective literacy instruction

- Starts with a strong foundational literacy skills for early learners
- Is based on the science of reading research
- Incorporates reading, writing, speaking, listening and communication skills
- Utilizes the curriculum - instruction - assessment process to guide teaching and learning
- Develops perseverance in order to grow intellectually through goal setting, effort and progress toward learning new skills
- Facilitates responsible behaviors that includes problem-solving, communication, and academic performance

Access the Spanish version of the Early Remediation Plan here: [TRANSLATED Pepin Early Remediation Plan - SPANISH](#)

Universal Approach to High-Quality Instruction

The Pepin Area School District is dedicated to creating personal and academic success for each child. We are committed to providing exceptional learning opportunities for our students. It is our goal to provide college and career-ready skills for every student to be successful upon graduation. Pepin Area School District offers curriculum and instruction that is relevant and rigorous for all students. Staff work collaboratively to design and update curriculum that is aligned to the Wisconsin Adopted Standards and will help prepare our students for the real world.

WI Act 20 states that all Wisconsin schools are required to provide science-based early literacy instruction in both universal and intervention settings. Science-based instruction is defined as systematic, explicit and contains the following literacy components: phonological awareness, phonemic awareness, phonics, building background knowledge, oral language development, vocabulary, writing instruction, reading comprehension, and fluency.

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](#)

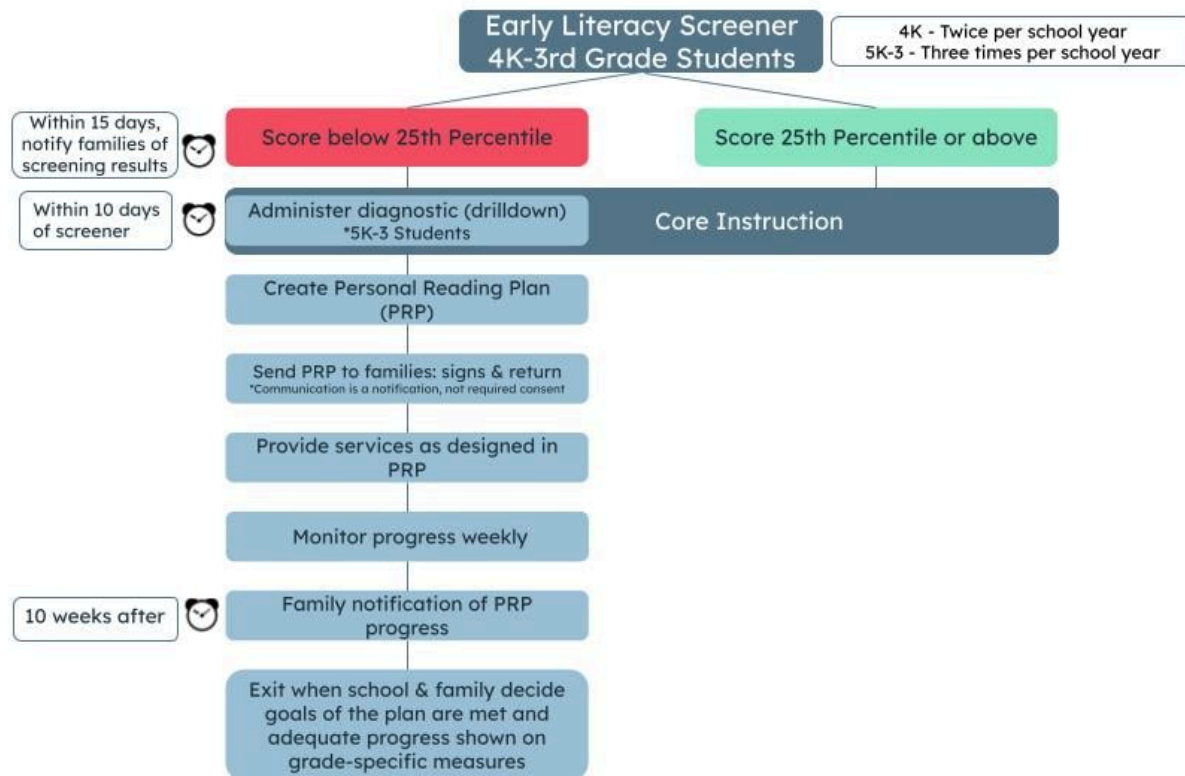
Universal Approach to High Quality Instruction Narrative:

Pepin Area School District has adopted the Houghton-Mifflin Harcourt *Into Reading* program, which is an evidence and research-based curriculum that incorporates phonemic awareness and phonics foundational instruction. The University of Florida Literacy Institute's phonics program (*UFLI*) is also used to provide systematic and systemic phonics instruction for students in grades Kindergarten through second grade. The *Into Reading* curriculum is aligned to the Wisconsin 2020 ELA standards with an emphasis on the vertical alignment of priority standards, which are posted on the website. [Pepin Area Schools Vertical Alignment](#)

Into Reading provides instructional frameworks and evidence-based practices for instruction with prior knowledge, vocabulary, comprehension, speaking and listening, and language skills. Selections utilized are diverse and represent all students providing books as mirrors and windows in order to develop perseverance and grow as individuals. Student questions focus on critical thinking that allows for students to provide answers with evidence as well as explanations for their thinking- college and career reading essential skills. Student assessments are aligned to Wisconsin's English Language Arts Standards which allow for identification of students who are provided additional support with reteaching or extensions of standards. Students have access to differentiated materials including audio supports, multimedia components, and scaffolded reading materials.

Writing is supported through a vertically aligned scope and sequence of skills through *Mystery Writing* and the *Simplify Writing* programs. These programs focus on writing in all genres including narrative, persuasive, informative, explanatory and descriptive writing. In addition grammar is part of writing instruction focusing on parts of speech and mechanics of writing.

Section 2: Strategic Early Literacy Assessment System



Reading Readiness Screeners

Statewide 4K Fundamental Skills Screening Assessment Screening windows/dates: Fall & Spring	Pearson aimswebPLUS - Phonemic Awareness - Letter-Sound Knowledge	Parent/Caregiver Communication: - Parents and caregivers can expect to receive a printed letter by the United States Postal Service 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 Screening windows/dates: Fall, Winter & Spring	Pearson aimswebPLUS - Phonemic Awareness - Letter-Sound Knowledge - Alphabetic Knowledge - Decoding - Vocabulary - Comprehension	Parent/Caregiver Communication: - Parents and caregivers can expect to receive a printed letter by the United States Postal Service 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.

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 sub skills outlined 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). [Diagnostic Assessment for Early Literacy](#)

Skill Area	Assessment(s)
Rapid Naming (RAN)	AimswEBPLUS - Letter Word Sound Fluency subtest - Rapid Automatic Naming subtest
Phonological Awareness	AimswEBPLUS - Initial Sounds subtest - Phoneme Segmentation subtest
Word Recognition	AimswEBPLUS - Letter Word Sound Fluency subtest - Nonsense Word Fluency subtest - Word Recognition Fluency subtest
Spelling	AimswEBPLUS - Spelling subtest
Vocabulary	AimswEBPLUS - Auditory Vocabulary subtest - Vocabulary subtest
Listening Comprehension	AimswEBPLUS - Listening Comprehension subtest
Oral Reading Fluency	AimswEBPLUS - Oral Reading Fluency subtest
Reading Comprehension	AimswEBPLUS - Reading Comprehension subtest

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 dyslexia characteristics. The reading intervention options below include interventions to support students on a Personal Reading Plan. A student's progress in each intervention is monitored using the appropriate progress monitoring tools, such as AimsWebplus. This is administered weekly to monitor progress.

Literacy Skill(s)	Intervention Strategy or Resource(s)	Strategies for Weekly Progress Monitoring
Phonological Awareness Phonemic Awareness	• Heggerty Phonemic Awareness • Equipped for Reading Success-Kilpatrick	• AimswebPlus Initial Sound • AimswebPlus Phoneme Segmentation
Basic Reading Skills: Phonics, Fluency	• UFLI Foundations • IMSE Orton Gillingham • Barton Reading and Spelling System (Special Education)	• AimswebPlus Letter Naming Fluency • AimswebPlus Letter Sounds Fluency • AimswebPlus Nonsense Word Reading • AimswebPlus Word Reading Fluency • AimswebPlus Oral Reading Fluency

Vocabulary & Comprehension	• HMH Rigby Readers • HMH Start Right Readers	• AimswebPlus Oral Reading Fluency
Spelling	• IMSE Orton Gillingham • UFLI Foundations • Barton Reading and Spelling System (Special Education)	• Weekly dictation assessment

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 of the plan 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 Template](#)

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

[Wisconsin's Informational Guidebook on Dyslexia Related Conditions](#)

Promotion Policy

LINK WILL BE INSERTED UPON COMPLETION AND REVIEW. - July 1, 2025

Summer Reading Support

Students with a Personal Reading Plan will qualify for additional reading support and be referred to summer programming for additional support. Currently, a three-week summer school option is offered to all students in grades K-3.

Exit Criteria

Exiting a student from a personal reading plan is a decision based on multiple data sources and involves collaboration among educators and parents/caregivers. A student may exit a personal reading plan when he/she scores above the 25th percentile on three or more consecutive weeks of progress monitoring in the area identified as needing support, and the team agrees that the student has shown adequate progress according to grade-specific measures.

After completing a Personal Reading Plan, the student will receive additional support in the general education classroom. If he/she falls below the 25th percentile in the future, the personal reading plan will resume.

Section 4: Family & Community Engagement

Family Notification Information

Family Notification Policy

Act 20 requires that families are notified throughout the screening process. Before the early literacy screening begins, families of all 4K-3rd grade students will receive a letter explaining the screener's purpose, the literacy skills assessed, and how the results will be shared. Within 15 days of students completing the screening, results from the screener will be sent to families via the United States Postal Service. If a student is identified as "at risk" families will receive additional notification with diagnostic results and details about their child's Personal Reading Plan.

Family Notification Policy coming soon

Family and Community Engagement Strategies

[Parent & Family Engagement in Title1 Policy](#)

This plan fosters active partnerships with families and communities, recognizing their critical role in achieving literacy success for every learner. By providing resources, creating opportunities for involvement, and maintaining open communication, the school ensures that literacy efforts are supported both at home and within the broader community.

This link to the Institute of Education Sciences, provides families with information about early literacy skills and provides many ideas for helping to support their K-3 learner at home. [Supporting Your Child's Reading at Home | IES](#)

Opportunities for Building Strong Home-School Connections:

- Take-Home Literacy Resources
- Family Events sponsored by FRC
- Parent-Teacher Conferences
- Local Library Partnership
- Birth-5 Play Group

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

The components below outline how Pepin Area School District uses assessment to evaluate early literacy instruction, inform our instructional practices, and identify students who need extra support and intervention.

1. Framework for Assessment and Evaluation
 - **Assessment Schedule:** Pepin Area School District has a schedule for administering literacy assessments at various points during the academic year (fall, winter, and spring). This includes state-mandated assessments, as well as formative and diagnostic assessments.
 - **Data Collection:** The school collects and stores assessment data systematically to track student progress over time. The data includes phonemic awareness, phonics, fluency, vocabulary, and comprehension, aligned with state standards.
 - **Stakeholder Involvement:** Teachers, reading teachers, the district reading specialist, and school leadership collaborate in reviewing and interpreting the assessment results.
2. Using Assessment Results to Inform Instructional Practices
 - **Targeted Interventions:** Assessment data is used to design targeted interventions for students who struggle with specific literacy skills. These interventions are implemented by interventionists and classroom teachers.
 - **Professional Development:** The school uses assessment results to identify professional development needs for teachers. This may include training in specific instructional strategies, understanding data, or implementing the literacy curriculum.
3. Role of the District Reading Specialist
 - Implement a reading curriculum in grades kindergarten to 12.
 - Act as a resource person 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.
 - Coordinate the reading curriculum with other reading programs and other support services within the school district.