



Spooner Area School District

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Spooner Area School District's Early Remediation Plan

Section 1: Introduction

Spooner Area School District's Early Literacy Remediation Plan

Publication Date: September 1, 2025

District's Vision and Mission:

MISSION STATEMENT: Preparing each student for a successful future.

VISION STATEMENT: Inspire each student to Dream, Believe, and Achieve.

Early Literacy Vision and Mission:

Vision Statement: The vision of the Spooner Elementary Literacy Plan aims to ensure that every classroom delivers high-quality literacy instruction consistently, every day, for each student.

Mission Statement: Our mission is to foster a lifelong love of reading in children by equipping our school to offer responsive instruction with clearly defined outcomes.

Directions for how to access the plan in additional languages additional languages:

- On your computer, open a document in Google Docs.
- In the top menu, click Tools. Translate document.
- Enter a name for the translated document and select a language.
- Click Translate.
- A translated copy of your document will open in a new window. You can also see this copy in your Google Drive.

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](#)

Universal Approach to High Quality Instruction Narrative:

At Spooner Elementary, we are committed to ensuring that every student receives high-quality instruction that is culturally and linguistically relevant, inclusive, and responsive to individual needs. Our approach is anchored in our district's mission of preparing each student for a successful future and our vision to inspire students to Dream, Believe, and Achieve. In alignment with our Early Literacy Vision and Mission, we strive to provide consistent, high-quality literacy instruction that fosters a lifelong love of reading and equips our educators with the tools necessary for responsive teaching.



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Our instructional framework integrates Positive Behavioral Interventions and Supports (PBIS), Explicit Instruction, and the Multi-Level Systems of Support (MLSS) to create an environment where all students can thrive. PBIS establishes clear expectations for student behavior, fostering a positive and supportive learning atmosphere. Explicit Instruction ensures that learning objectives are clear and scaffolded, enabling students to build upon prior knowledge and develop critical literacy skills. MLSS guides our implementation of tiered supports, ensuring that all students receive the level of instruction and intervention they need to be successful.

We implement a vertically aligned literacy curriculum that includes Benchmark Advance and Ready to Advance. These resources provide comprehensive, research-based instruction that builds foundational literacy skills while promoting language development. Our curriculum is designed to be inclusive and adaptable, ensuring that all students have equitable access to rigorous and meaningful learning experiences. Culturally responsive teaching is at the heart of our approach, ensuring that instructional materials and teaching strategies reflect and respect the diverse backgrounds of our students.

Our educators engage in Professional Learning Communities (PLCs) and collaborative data analysis to drive instruction. Regular data meetings allow teachers to assess student progress, identify trends, and make informed instructional decisions. Responsive grouping based on data ensures that students receive targeted support in small groups, promoting mastery of literacy skills through differentiated instruction.

Within our universal instruction, differentiated scaffolds and supports are embedded in our curricular resources to ensure accessibility for all learners. Teachers utilize flexible grouping, targeted interventions, and adaptive instructional strategies to meet students where they are and support their progress. By integrating these supports into daily instruction, we ensure that all students, regardless of background or ability, receive the guidance and resources needed to excel.

PBIS serves as the foundation for our behavior expectations, reinforcing positive student interactions and creating a school culture rooted in respect and responsibility. Clear expectations, consistent routines, and proactive strategies help students develop self-regulation and social-emotional skills essential for academic and personal success.

Through our commitment to these high-quality instructional practices, we ensure that every student at Spooner Elementary receives the support they need to develop into confident, capable, and engaged learners, prepared for a successful future.

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners

Statewide 4K Fundamental Skills Screening Assessment

Screening windows/dates:

Pearson aimswebPLUS

- Phonemic Awareness
- Letter-Sound Knowledge

Parent/Caregiver Communication:

- Parents and caregivers can expect to receive a letter by (Parent Square) that will be sent **within 15 days** of the scoring of the statewide early



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Fall: September 15th-October 3rd Winter: January 5th-January 23rd Spring: March 9th-April 13th		literacy screener. <ul style="list-style-type: none"> • 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: September 15th-October 3rd Winter: January 5th-January 23rd Spring: March 9th-April 13th	Pearson aimswebPLUS <ul style="list-style-type: none"> • Phonemic Awareness • Letter-Sound Knowledge • Alphabetic Knowledge • Decoding • Oral Vocabulary 	Parent/Caregiver Communication: <ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter by (Parent Square) 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		
<i>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).</i>		
Skill Area	Assessment(s)	Technical Specifications
Alphabet Knowledge	Aimsweb Plus	Validity .74 Reliability .95
Letter Sound Knowledge	Aimsweb Plus	Validity .74 Reliability .95
Rapid Naming (RAN)	Fastbridge Rapid Letter Naming Rapid Picture Naming Rapid Color Naming	Validity .98 Reliability .97



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	Rapid Number Naming	
Phonological Awareness	Fastbridge Rhyming	Validity .98 Reliability .97
Phonemic Awareness	Fastbridge Word Blending Word Segmenting Aimsweb Plus Initial Sounds Phoneme Segmentation	Validity .98 Reliability .97 Validity .74 Reliability .95
Word Recognition	Fastbridge Sight Words Decodable Words Nonsense Words AutoReading <ul style="list-style-type: none"> Word Identification Aimsweb Plus Word Reading Fluency Nonsense Words	Validity .98 Reliability .97 Validity .74 Reliability .95
Spelling	Fastbridge AutoReading <ul style="list-style-type: none"> Spelling Aimsweb Plus	Validity .98 Reliability .97 Validity .74 Reliability .95
Vocabulary	Aimsweb Plus <ul style="list-style-type: none"> Auditory Vocabulary Vocabulary 	Validity .74 Reliability .95
Listening Comprehension	Aimsweb Plus	Validity .74 Reliability .95
Oral Reading Fluency	Aimsweb Plus	Validity .74 Reliability .95
Reading Comprehension	Aimsweb Plus	Validity .74 Reliability .95
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</i>	



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	<p><i>child is at risk. If the child is at risk, the following information must be included in the parent notification: information about how to make a special education referral, a description of common indicators and characteristics of dyslexia, and information about interventions and accommodations for children with characteristics of dyslexia.</i></p> <p><u><i>Letter to accompany screener</i></u> <u><i>Diagnostic Assessment Template</i></u> <u><i>SES Personal Reading plan Template</i></u> <u><i>WI Informational Guidebook on Dyslexia and Related Conditions</i></u></p>	
Other Relevant Assessment Data		
Assessment Tool	Purpose	Parent/Caregiver Communication
Kindergarten Screeners	Phonological Awareness	Conferences, email, letter, phone call
UFLI	Phonics Screener, Progress Monitoring	Conferences, email, letter, phone call
Benchmark Assessments	Phonological Awareness, Comprehension, Phonics, Fluency, Writing	Conferences, email, letter, phone call
Phonics Survey	Phonic Skills	Conferences, email, letter, phone call
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:		
Literacy Skill(s)	Intervention Strategy or Resource(s)	Strategies for Weekly Progress Monitoring
Phonological Awareness	Road to the Code	Letter/Letter Sound Fluency
Phonemic Awareness, Letter and Sound knowledge, Vocabulary, Word Recognition, Phonics	Phonics Intervention 1, 2, and 3	Nonsense Words/Oral Reading Fluency
Phonemic Awareness, Letter and Sound knowledge, Vocabulary, Word Recognition, Phonics	Fundations Level 1, 2, and 3	Oral Reading Fluency
Phonemic Awareness, Letter and Sound knowledge, Vocabulary, Word Recognition,	UFLI (University Florida Literacy Institute)	Oral Reading Fluency



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Phonics		
Comprehension, Fluency, Vocabulary	Reading Plus	Oral Reading Fluency, Compefficiency
Phonological Awareness, Phonemic Awareness, Letter and Sound knowledge, Vocabulary, Word Recognition, Phonics, Fluency	Reading Park	Nonsense Words, Oral Reading Fluency
Comprehension, Fluency, Vocabulary	Steps to Advance	Oral Reading Fluency, Compefficiency
Phonological Awareness, Phonemic Awareness, Letter and Sound knowledge, Vocabulary, Word Recognition, Phonics, Reading Fluency	Lexia	Oral Reading Fluency

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**
- [SES Personal Reading Plan Template](#)

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

Informational Guidebook on Dyslexia and Related Conditions

Promotion Policy

Promotion Policy

Summer Reading Support



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Students in grades K-3 who are on a reading plan during the spring will be offered additional summer reading support. Additionally, students who did not exit their reading plan by the end of third grade and did not demonstrate proficiency in reading on the Forward exam will also be offered summer reading support. Some students may qualify for a good cause exemption; in such cases, the Spooner School District is not obligated to provide additional services through intensive summer reading programs.

Exit Criteria

In order for your student to successfully exit a Personal Reading Plan, they must meet specific exit criteria as established by the state in designated skill areas. For Kindergarten, this involves demonstrating adequate progress in Phoneme Segmentation and Nonsense Word Fluency. For students in First through Third grade, adequate progress must be shown in oral reading fluency. Specifically, students need to have a minimum of five data points on their progress monitoring graph that exceed the benchmark, and they must meet the benchmark during the subsequent screening period. Additionally, if sufficient data is available through progress monitoring, decisions regarding an earlier exit from the plan may be made on a case-by-case basis by the student's literacy team.

Section 4: Family & Community Engagement

Family Notification Policy

Notification policies to demonstrate compliance with Act 20:

- [Initial Family Communication Letter Aimsweb Plus](#)
- [Letter To Accompany Screener Results](#)
- [Diagnostic Assessment Template](#)
- [Parent Letter Template](#)
- [Informational Guidebook on Dyslexia and Related Conditions](#)

Family and Community Engagement Strategies

Parent and Family Engagement in Title 1 Policy

Families and communities play a vital role as active partners and collaborators in achieving literacy success for every learner. We engage and communicate with them through the following channels:

- An annual family and community survey
- Literacy Survey
- A yearly building-wide meeting
- Various building-wide events
- Grade-level and student-level meetings
- Individual discussions
- Newsletters, social media updates, emails, and alerts via Parent Square



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Feedback collected through these communication methods is instrumental in ensuring that their insights are considered when making decisions related to student activities, instructional practices, curriculum development, future family engagement initiatives, communication strategies, and the overall planning, implementation, and evaluation of the schoolwide program. This collaborative approach fosters a healthy partnership between the school and the community.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

Spooner Elementary LEA/Reading Specialist must complete annual reporting requirements related to early literacy screening, diagnostic assessment, and personal reading plans, with a deadline of July 15th. The DPI compiles this information to create a state report submitted to the legislature by November 30th.

AGR Performance Objectives and School Board Reporting Template - AGR schools are required to report to the school board at the end of each semester on the school's success in attaining the performance objectives established in the AGR contract and which AGR strategies the school implemented. AGR schools may make changes to the performance objectives in the five-year AGR contract at any time but are not required to submit those changes to DPI. Schools may use this template to track and edit the performance objectives.

Required Annual Evaluation:

[Curriculum Crosswalk Tool 1 Template](#)

[Curriculum Crosswalk Template Tool 2](#)