



NEW HOLSTEIN SCHOOL DISTRICT

EARLY LITERACY REMEDIATION PLAN

**STUDENT LEARNING IS OUR
FIRST PRIORITY**

Created May 2025



NHSD Early Literacy Support Processes

In the New Holstein School District, student learning is our first priority. We provide strong leadership, innovative curriculum, and integrated technology in a climate of mutual respect. In partnership with the community, we prepare our students for the future.

NHSD Early Literacy Vision

We are committed to building strong foundational literacy skills through instruction grounded in the science of reading. By integrating evidence-based practices, innovative curriculum, and purposeful use of technology, we ensure all students develop the critical reading, writing, speaking, and listening skills needed for future success. In partnership with families and the community, we prioritize early literacy as a cornerstone of lifelong learning.

The Early Literacy Remediation Plan is designed to ensure that all students receive the necessary support and interventions to develop strong literacy skills. In this plan, we will outline the assessments used for universal screening and diagnostic assessment, describe the interventions implemented to address characteristics of dyslexia, explain how progress is monitored during interventions, provide our parent notification procedures, and summarize how assessment results are used to evaluate early literacy instruction in compliance with Wisconsin State Law Act 20. More information can be found on the Wisconsin Reads website.

Strategic Early Literacy Assessment System

Reading Readiness Screener (Grades 4K-3)

- The WI Department of Public Instruction selected aimswebPLUS as their reading readiness screener. District staff will administer the required early literacy screener following the DPI's screening windows throughout the school year.
 - 4K: Twice per school year, in the fall and in the spring. Reports will be delivered to parents and guardians in the fall and spring.
 - 5K-3: Three times per school year, in the fall, mid-year, and in the spring. Reports will be delivered to parents and guardians following each assessment window per the Act 20 timeline.

Diagnostic Assessments (Grades 5K-3)

- NHSD will administer diagnostic assessments (aimswebPLUS and/or iReady) to students who score below the 25th percentile on the reading readiness screener within 10 days of receiving screener results.
- Diagnostic assessments meet sensitivity and specificity requirements for all literacy sub skills as defined in Act 20.
- The purpose is to more specifically determine the literacy needs of the student. Additional diagnostic and relevant assessment data may be used to further inform literacy needs. Guardians are notified of the assessment results.

Student Supports

Intervention

NHSD maintains a [Reading Intervention Menu](#) of research-based interventions that meet every area of reading and dyslexia to support all students needing additional help. Student progress is monitored weekly using appropriate tools to inform instructional decisions.

Personal Reading Plans

Students scoring below the 25th percentile on reading screening measures will receive a Personal Reading Plan (PRP). Parents/guardians will be notified and will receive a copy of the plan via eduCLIMBER or in paper form. Educators will review student progress monitoring data and notify parents/guardians of updates. Parents/guardians can also request to see their student's progress at any time.

- The PRP 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;
 - recommendations for culturally relevant early literacy learning;
 - record of attendance and progress;
 - record of communication with parent/caregiver(s)
- The school will provide a copy to families/guardians no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by parent/teacher.
- Families/guardians can expect to receive updates about the student's progress at least every 10 weeks.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

The informational guidebook discusses screening, instruction and intervention, and resources that can support improved learning for school-aged individuals with characteristics of dyslexia. For more information, click the link to view the [DPI Guidebook](#)



Student Supports

Promotion Policy

The New Holstein School District Board of Education is in the process of approving this policy and it will be linked soon.

Summer Reading Support

Students with an active Personal Reading Plan will be offered summer reading support through the NHES Boost Up program and/or summer school reading supports. Parents and guardians will be contacted by the NHES staff with information in the spring of each school year.

Exit Criteria

Exiting a student from a PRP is a decision based on multiple data sources and involves collaboration among educators and parents/guardians. A student is exited when they meet their PRP goal with sufficient evidence of progress and fulfill the Act 20 grade-level exit criteria.

Family and Community Engagement

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. The following table outlines the minimum communications family would expect to receive.

Communication	When Notified	How Notified
Notification of screening	Prior to Early Reading Screener: <ul style="list-style-type: none">• Fall (4K-3)• Mid-Year (5K-3)• Spring (4K-3)	Communication includes the following formats <ul style="list-style-type: none">• Early Reading Screener Family Notification Letter• Teacher communication• Email• Skylert
Family History Survey	After completion of Early Reading Screener for any student below 25th%ile.	Email to Request Family Reading History Survey Input
Screener Results	After completion of Early Reading Screener and Diagnostic Testing per the Act 20 timeline.	aimswebPlus and/or iReady Parent report will be sent with the students' take home folders following each assessment window. 5K-3: three times per year 4K: two times per year
Personal Reading Plan	After creation of the PRP in eduCLIMBER per the Act 20 timeline.	Parents/guardians will be notified and will receive a copy of the plan via eduCLIMBER or in paper form. Parents are asked to acknowledge the PRP. eduCLIMBER will track the parents who have acknowledged it.



Strategic Use of Data

NHSD recognizes the importance of data-driven decision-making in ensuring high-quality early literacy instruction. To achieve this, a systematic process is established that integrates assessment results, curriculum evaluation, and instructional improvements.

Key Components include a well-defined schedule for administering literacy assessments at various points during the academic year; data collection to track student progress over time (data includes phonemic awareness, phonics, fluency, vocabulary, and comprehension aligned with state standards); and involvement of a variety of stakeholders.

The District Reading Specialist plays a critical role in the ongoing evaluation and improvement of the comprehensive literacy curriculum. Each year, they lead a systematic review of curriculum effectiveness by analyzing assessment data and ensuring alignment with state standards and evidence-based practices. Their work includes an in-depth examination of how the curriculum addresses all essential components of reading instruction—such as phonological and phonemic awareness, phonics, vocabulary, background knowledge, oral language development, writing, comprehension, and fluency.

Through careful analysis of assessment results, the reading specialist identifies trends and evaluates the performance of various student groups, including English language learners, students with disabilities, and those requiring intervention. These data-driven insights inform targeted recommendations for instructional strategies, curriculum refinement, and professional development—ultimately supporting improved literacy outcomes for all students.

Annually, the District Reading Specialist, in collaboration with the Director of Curriculum and Instruction, summarizes assessment results, analyzes the literacy curriculum, and offers recommendations for improvement. The analysis is used by the Director of Curriculum and Instruction to guide decisions on curriculum adjustments, resource allocation, and instructional priorities. As part of a continuous improvement cycle, assessment data, curriculum effectiveness, and instructional practices are regularly reviewed; the Director, in collaboration with the reading specialist and other stakeholders, sets goals for the upcoming year based on the report's findings.



Concluding Commitment to Early Literacy Success

The New Holstein School District Early Literacy Remediation Plan reflects the district's commitment to ensuring that every student builds a strong foundation in reading and writing. By implementing impactful universal instruction, targeted interventions, using evidence-based practices, and closely monitoring student progress, we aim to close literacy gaps, accelerate learning, and support all learners on their path to success. For additional information or to learn more about how you can support early literacy efforts in our district, please contact the New Holstein Elementary School or the District's Office of Curriculum and Instruction.