

Hudson School District Early Literacy Remediation Plan

Section 1: Introduction

Hudson School District's Early Literacy Plan

2025-2026

District vision and mission:

Vision: The Hudson School District empowers all students to cultivate their talents, embrace their passions, and leverage their learning to impact the world around them.

Mission: We are dedicated to developing caring and contributing community members. We are collectively committed to providing a rigorous, student-centered environment to ensure equitable experiences for all students.

Early Literacy Vision: Hudson School District empowers all students through access to high-quality, strategic, systematic, and evidence-based reading instruction, ensuring every child builds the literacy skills necessary to thrive academically, socially, and beyond. Our goal is to cultivate a foundation of reading that fosters a lifelong love for learning and enables students to succeed in a rapidly changing world.

Early Literacy Mission: Our mission is to provide all students with equitable access to a comprehensive, evidence-based literacy program that prioritizes strategic, systematic reading instruction. We are committed to developing educators' understanding of the science of reading and providing resources rooted in research to ensure that each student becomes a skilled, confident reader. By addressing the core components of literacy and supporting the needs of every learner, we strive to close the literacy gap and create a solid foundation for future success.

Link to plan in additional languages:

[Español](#)

[普通话](#)

[Русский](#)

[Українська](#)

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](#)

Hudson School District's Literacy Narrative

Hudson School District utilizes Amplify CKLA as our ELA curricular resource. Amplify CKLA is based on research showing that closing the background knowledge gap is necessary for closing the reading gap and ensuring equity for all students. To that end, Amplify CKLA teaches literacy through the lens of cross-curricular domains in science, history, literature, and culture. It was developed in response to research that shows the critical impact of background knowledge on reading comprehension and college-and career-readiness.

The program also reflects the latest early reading research showing the importance of explicit foundational skills instruction. The program develops students' foundational literacy skills through a systematic scope and sequence with a focus on phonics.

CKLA's research-based language arts curriculum is built on findings showing that higher-level reading comprehension depends on both automatic, fluent decoding and background knowledge. Combining well-established findings from the field of early literacy research with classroom-based feedback, Amplify CKLA ensures that children will learn to listen, speak, read, and write confidently and proficiently.

Curriculum and instruction are designed so that when at all possible, one very rich activity for the whole class serves the needs of every student, providing appropriate challenge and access. In cases when Amplify's UDL cannot meet the needs of all learners, teachers will work with students in small groups to give them more support. When a student or students struggle teachers will utilize the Remediation Guide, intended to reteach and reinforce objectives not mastered from the Skills strand Teacher Guide lessons. There is continuity between the core classroom and supplemental instruction.

To support the learning that occurs in all subject areas, Hudson School District utilizes Positive Behavioral Interventions and Supports (PBIS), which is a tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners	Parent/Caregiver Communication
<p>Statewide 4K Fundamental Skills Screening Assessment <i>Pearson aimswebPLUS</i> (initial sounds, EOY - Letter Word Sound Fluency)</p> <p>Screening windows/dates: 4K - 9/8/2025 - 9/26/2025 4K - 3/23/2026 - 4/10/2026</p>	<ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter within 15 days of the scoring of the statewide early literacy screener. • Reports will be sent twice per year in the fall and spring. • Parents can notify the school of their preferred language of the reports.
<p>Statewide 5K-3 Universal Screener <i>Pearson aimswebPLUS</i> (phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding & oral vocabulary)</p> <p>Screening windows/dates:</p> <p>Fall - Kindergarten - 9/29/2025 - 10/3/2025 1st Grade - 9/8/2025 - 9/12/2025 2nd Grade - 9/8/2025 - 9/12/2025 3rd Grade - 9/2/2025 - 9/5/2025</p> <p>Winter - Kindergarten - 12/15/2025 - 12/19/2025 1st Grade - 12/8/2025 - 12/12/2025 2nd Grade - 12/8/2025 - 12/12/2025 3rd Grade - 12/1/2025 - 12/5/2025</p> <p>Spring - Kindergarten - 4/6/2026 - 4/10/2026 First Grade - 3/30/2026 - 4/3/2026 2nd Grade - 3/30/2026 - 4/3/2026 3rd Grade 3/23/2026 - 3/27/2026</p>	<ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter no later than 15 days after their child’s screener was completed that informs them of their child’s results. • Reports will be sent three times per year- fall, winter, and spring. • Parents can notify the school of their preferred language of the reports.

Diagnostic Literacy Assessments

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

Assessment title(s)	Assessment description	Skill area(s)	Technical Specifications
AimswestPlus - Initial Sounds	Measures a student's ability to identify sounds.	Phonemic awareness	Sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure.
AimswestPlus - Phoneme Segmentation	Students hear words spoken aloud and then say the phonemes that make up the word.	Phonemic awareness	Sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure.
AimswestPlus - Nonsense Word Fluency	Evaluates a student's ability to blend letter sounds into words and recognize letter-sound correspondences.	Decoding skills, alphabetic knowledge, letter sound knowledge.	Sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure.
AimswestPlus - Auditory Vocabulary	The student looks at groups of pictures and points to the picture that matches an orally presented word.	Oral Vocabulary	Sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure.
AimswestPlus - Spelling	Group-administered measure of written spelling designed to be developmentally appropriate for students in kindergarten through Grade 3.	Spelling	Sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure.
AimswestPlus - Letter Naming Fluency	Measures a student's ability to identify and name letters.	Rapid Naming	Sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure.
RapidAutomatic Naming	Measures how quickly and accurately a student can name familiar items, such as letters, numbers, colors, or objects.	Rapid Naming	

AimswebPlus - Listening Comprehension	Measures a student's ability to understand spoken language	Listening Comprehension	Sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure.
AimswebPlus - Word Reading Fluency	Measures a student's automaticity with reading high frequency and highly decodable words.	Word Recognition	Sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure.
AimswebPlus - Reading Comprehension	Measures a student's reading comprehension skills.	Reading Comprehension	Sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure.

Other Relevant Assessment Data	Parent/Caregiver Communication
<ul style="list-style-type: none"> ● Phonological Awareness - Heggerty ● Phonemic Awareness Grades K-1 - Heggerty ● Phonemic Awareness Grade 2 - PAST Assessment ● Decoding - CORE Phonics Survey ● Word Recognition - CORE Phonics Survey ● Alphabet Knowledge/Letter Name Knowledge: CORE Phonics Survey, Parts A and B ● Letter Sound Knowledge - CORE Phonics Survey Parts C and D ● Oral Language Vocabulary - CORE Vocabulary ● Oral Reading Fluency - CBM FastBridge ● Rapid Automatic Naming - Acadience ● Spelling - Aimsweb+ Spelling 	<p>If administered, results will be included in the student's Personalized Reading Plan and/or verbally communicated with families to discuss next steps.</p>

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: (add link to additional document or complete the table below)

Literacy skill(s)	Intervention strategy or resource(s)	Strategies for weekly monitoring of progress
<ul style="list-style-type: none"> -Phonemic awareness -Phonological awareness -Decoding -Alphabet Knowledge -Letter Sound Knowledge -Oral Vocabulary -Rapid Naming -Word Recognition -Spelling -Vocabulary -Listening Comprehension -Oral Reading Fluency -Reading Comprehension 	Personalized Reading Plan - based on screening and diagnostic results, reading specialists will determine a goal and intervention method for students scoring beneath the 25th percentile in literacy.	Plan administrators will use Fastbridge to use an appropriate progress monitoring tool related to the student's specific goal.
<ul style="list-style-type: none"> -Word Recognition -Language Comprehension -Vocabulary and background knowledge building -Multimodality approach 	<i>Benchmark Phonics</i>	Plan administrators will use Fastbridge to use an appropriate progress monitoring tool related to the student's specific goal.
<ul style="list-style-type: none"> - Phonics-based, systematic and explicit -Multisensory approach 	Sonday System	Plan administrators will use Fastbridge to use an appropriate progress monitoring tool related to the student's specific goal.
<ul style="list-style-type: none"> -Phonics -Fluency 	My Virtual Reading Coach	Plan administrators will use Fastbridge to use an appropriate progress monitoring tool related to the student's specific goal.
<ul style="list-style-type: none"> -Reading Comprehension 	Options Comprehension	Plan administrators will use Fastbridge to use an appropriate progress monitoring tool related to the student's specific goal.
<ul style="list-style-type: none"> -Fluency -Comprehension -Phonics 	Read Naturally	Plan administrators will use Fastbridge to use an appropriate progress monitoring tool related to the student's specific goal.

If Diagnostic Assessments Do Not Show the Same Level of Risk as the Screener

While Wisconsin's universal screening tool is valid, reliable, and likely to identify students who are not yet meeting grade-level reading expectations, there may be times when a student's performance on the screener is not an accurate representation of their literacy skills. For example, a student's screener score indicates they are "at risk," but data from diagnostic assessments show the student is meeting expectations.

Criterion for consideration:

In Kindergarten, a student scores in the 50th percentile or higher on the FastBridge Letter Word Sound Fluency diagnostic assessment and/or adequate progress in nonsense word fluency/phoneme segmentation.

In 1st grade, while setting up progress monitoring, a student scores in the 50th percentile or higher on the initial Oral Reading Fluency.

In 2nd grade, a student scores in the 50th percentile or higher on the Aimsweb+ Reading Composite Score

When one of the above criteria occurs the Hudson School District will involve families and caregivers as meaningful partners in understanding a student's ability level and need for additional literacy support. The following could be outcomes when this occurs:

- write a personal reading plan focused on goals and benchmarks relevant to universal instruction and including weekly progress monitoring;
- with the agreement of parents/caregivers and conclusive data, provide reading supports (including intervention and progress monitoring) at a less intensive level than what is required in the personal reading plan;
- with the agreement of parents/caregivers and conclusion data, create a plan for progress monitoring and review and sharing of data in order to ensure the student is meeting expectations; or
- with the agreement of parents/caregivers and conclusive data, do not proceed with a personal reading plan.

*Wisconsin State Statute 118.016 states that a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if care givers and the school agree the student has met the goals in the personal reading plan AND the student scores at or above grade-level on the reading portion of the Wisconsin State Forward Exam. Students in 3rd grade may not exit/complete their personal reading plans until they have received student-level Forward Exam scores in reading.

Personal Reading Plans

- Students who score below the 25th percentile on the reading readiness screener 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;
 - 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/caregivers no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by parent/teacher.
- Families/caregivers can expect to receive updates about the student’s progress at least every 10 weeks.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

[Link to Dyslexia Guidebook](#)

Promotion Policy

[Hudson School District Act 20 Promotion Policy from 3rd to 4th Grade](#)

Summer Reading Support

Students who have not yet met the exit criteria of their Personalized Reading Plan (PRP) will be invited to participate in two intensive, two-week summer reading support sessions. These sessions are designed to target the specific skills outlined in their PRP. Student progress will be monitored weekly throughout the program.

Exit Criteria

Exiting a student from a personal reading plan (PRP) is a decision based on multiple data sources and involves collaboration among educators and parents/caregivers. The following outlines the local process for determining the criteria for a student to successfully exit a PRP:

To exit a personalized reading plan, a child must demonstrate an adequate rate of progress in reading development according to grade-specific measures. Additionally, the student’s parent/guardian and the school must agree that the student has met the goals outlined in the plan.

- For children in 5K, progress is assessed by nonword or nonsense word fluency and phoneme segmentation fluency. To exit a PRP a student must score at the 40th percentile or higher on their Aimsweb Early Literacy composite score or in nonsense word fluency via progress monitoring.
- For children in grades 1, 2, & 3 progress is assessed through oral reading fluency. To exit a PRP a student must score at the 40th percentile or higher in Oral Reading Fluency.
- Students in grade 3, must achieve grade-level scores in reading on the Wisconsin Forward Exam.

Section 4: Family and Community Engagement

Family Notification Policy

Board Approved Family Engagement Policy Coming Soon

The school shall provide the results of the universal screener and, if applicable, the diagnostic assessment in writing to a student’s parent no later than 15 days after the universal screening is scored. The school shall also provide the following information to the student’s parent/guardian in their preferred language:

- The student’s score on the universal screener, and if applicable, the diagnostic assessments.

- The student’s score in each early literacy skill category that is assessed.
- The student’s percentile rank on the assessment(s), if available.
- The definition of “at-risk” and the score on the assessment(s) that would indicate a student is at-risk.
- A plain language description of the literacy skills measured by the assessment(s)
- Information on how to make a special education referral.
- A description of the common indicators of dyslexia.
- Information about appropriate interventions and accommodations for students with characteristics of dyslexia.

Family & Community Engagement Strategies

Families and communities are active partners and key collaborators in achieving the goal of literacy success for every learner. Early family engagement strategies for promoting literacy are crucial in laying a strong foundation for a child’s reading and writing skills. Here are some effective strategies:

1. Daily Reading Time

Create a routine for family reading, where everyone gathers to read together or share stories aloud. This builds a love for reading and strengthens comprehension.

2. Library Visits

Visit the library regularly to explore books and attend events. Allow children to choose books that interest them to foster independence and enthusiasm for reading.

3. Storytelling and Language-Rich Activities

Encourage storytelling during family time. Share personal stories, retell favorite tales, or narrate events from the day to enhance speaking and listening skills.

4. Attending School Literacy Events

Participate in school-organized literacy events to connect learning at home with school initiatives. These events also help build a sense of community around reading.

5. Encourage Writing

Incorporate writing into daily life, such as keeping a journal, writing notes, or creating stories. Celebrate their writing efforts to encourage creativity and self-expression.

6. Play Word Games

Incorporate fun word-based activities that challenge vocabulary and problem-solving skills, making literacy enjoyable for the whole family.

7. Building Vocabulary Through Conversations

Use everyday conversations to introduce new words and encourage curiosity. Discuss topics of interest with rich and descriptive language to expand vocabulary naturally.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

Hudson School District uses a balanced assessment system to comprehensively evaluate early literacy instruction. We leverage assessment results from the universal screener, diagnostic assessments, evidence-based curricular assessments, and the Wisconsin Forward Exam. By systematically analyzing this data, the district identifies trends in student performance, assesses the effectiveness of current instructional strategies, and pinpoints areas where additional support may be needed.

To ensure continuous improvement, our district reading specialist leverages our curriculum improvement process to analyze learning data and to ensure a full continuum of learning resources and supports are available to all students.