



## Act 20 Resources, Definitions & At-Home Activities

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**Vision:** To create confident leaders, problem solvers, and self-driven successful individuals through a holistic, whole child approach to education.

**Mission:** To offer a safe and nurturing environment for students to learn and grow to their full potential through experiential learning, hands-on, nature-inspired, self-directed learning environments, and Montessori curriculum. New Leaf Prep Academy focuses on the whole child, incorporating academic, social, emotional, and cognitive skills into its curriculum.

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**NLPA Literacy Philosophy & Beliefs:** All students will explore sounds, letter shapes, oral language, listening comprehension, and multicultural experiences through songs, oral storytelling, discussion, writing and art.

1) All students will have high-quality instruction in reading, writing, spelling, fluency, and comprehension through explicit, systematic, cumulative instruction in a rich, literate environment:

- instructional routines that actively engage students;
- authentic literacy tasks that build language comprehension and decoding skills
- incorporates student choice;

- engagement of a variety of high-quality grade-level texts to foster a love of literacy and build knowledge;
- sufficient practice with grade-level text to meet identified standards;
- ensuring instruction meets the child where he/she is at through observation and informal assessment; and
- adjust instruction based on monitoring of literacy growth (goal setting, reading logs, anecdotal notes, data binders, etc.).

2) Staff will use best practices that grow readers and writers through:

- mini-lessons and direct instruction;
- the use of independent practice;
- opportunities that support independent and cooperative learning, such as but not limited to the use of anchor charts, student choice, and using transitions to practice phonological awareness;
- the building of stamina;
- other authentic learning tasks such as read to self, read to someone, listen to reading, word work, and writing;
- Gradual release model: I do, We do, You do;
- Collaborative Conversations (Think-Pair-Share, Questioning, Fishbowl, etc.);
- Small group literacy instruction for a specific goal;
- Foundational skills and vocabulary discussion; and
- Opportunities to read and write across genres.

3) Instruction and multiple opportunities to communicate and demonstrate learning in a variety of ways for a variety of purposes in a culturally-sensitive environment with a focus on the 4 C's: collaboration, creativity, critical thinking, and content consumption.

4) All staff will be engaged in ongoing professional development and collaboration in order to implement research-based literacy practices.

<p><b>Purpose of This Plan</b></p>	<p>This <i>Early Literacy Remediation Plan</i>, which is required by state law, addresses reading instruction, assessment, and remediation with a primary, but not exclusive, focus on five-year-old kindergarten through third grade. See <a href="#">§ 118.016(6)</a>.</p> <p>The Plan is intended to help the District and its staff to:</p> <ul style="list-style-type: none"> <li>• Achieve the goals that the District has established for student learning within the District's reading program.</li> <li>• Identify students who may be struggling with reading and literacy development.</li> <li>• Structure and provide literacy-related interventions and learning support to students who have an identified need.</li> <li>• Improve the District's reading curriculum and instructional practices.</li> <li>• Foster a collaborative home-school partnership related to student's literacy needs and provide resources and literacy events</li> </ul> <p>Another purpose for creating this Plan is to provide parents, guardians, and other caregivers with information about:</p> <ul style="list-style-type: none"> <li>• The reading readiness and early literacy assessments that the District administers to students in 4K through 3d grade.</li> <li>• How the District uses the results of reading readiness assessments and other information to plan and provide instructional interventions and added learning support for individual students, if needed.</li> <li>• The notices that the District provides to families about the results of student assessments, as well as other communications that families may receive about their child's reading skills and literacy development.</li> </ul> <p><i>Note: The term "parent/caregiver," when used in this plan, should be understood to include legal guardians and certain</i></p>
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	<i>other caregivers acting as a child's parent/caregiver for school purposes. All legal documentation must be included in a student's file at the beginning of the school year.</i>
<b>District Contact for Act 20</b>	<p>If any District families or other District stakeholders have questions about this Plan, the District's overall approach to reading instruction in kindergarten through 3rd grade, or the District's approach to literacy-related assessments and learning supports, please contact:</p> <p>Michael Bennett, Director of Education &amp; Operations  <a href="mailto:michael.bennett@newleafacademy.org">michael.bennett@newleafacademy.org</a>  Tanya Olson, Reading Specialist  <a href="mailto:tanya.olson@newleafacademy.org">tanya.olson@newleafacademy.org</a>  Office: (920) 455-0292</p>
<b>District Act 20 Team</b>	<p>Michael Bennett, Director of Education &amp; Operations  Tanya Olson, Reading Specialist  Studio Teachers: Tonya Vanevenhoven, Jessica Dickson, Desiree Harhay, Alyssa Bentley, —</p>
<b>Location of Act 20, Early Literacy Remediation Plan, 3rd to 4th Grade Promotion Policy, Literacy Resources</b>	<p>The most current version of this plan can be found on the <a href="#">NLPA Website</a>:</p> <p>Go to "Parents" tab  Click on "Reading Program"  Click on "Act 20" for a grade-level list of <i>aimswebPlus</i> assessments.  Click on "NLPA Early Literacy Remediation Plan" for a complete guide to reading assessment, Personal Reading Plans, and other Act 20 requirements.</p>

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## Introduction: Wisconsin Act 20

### 1. The Law

Every child's education at New Leaf Prep Academy is life-changing. We as educators take this seriously and believe a Montessori education is exceptional.

Many of you have heard of "[Act 20](#)," the early literacy initiative that requires all public, independent charter schools and choice schools to implement ongoing literacy assessment and reading plans to help children gain the necessary skills needed to be life-long learners.

Act 20 is a Wisconsin law passed in 2023 with the goal of improving early

literacy outcomes for all students. It calls for schools to provide science-based early literacy instruction to help children learn to read by the end of 3rd grade. Science-based early literacy instruction is defined as instruction that is systematic and explicit and consists of the following:

- Phonological Awareness
- Phonemic Awareness
- Phonics
- Building Background Knowledge
- Oral Language Development
- Vocabulary Building
- Instruction in Writing
- Instruction in Comprehension
- Reading Fluency

Act 20 requires schools to assess early literacy skills for students in grades 4K-3. This helps ensure every student receives the support they need to develop strong reading skills. In accordance with Wisconsin Department of Instruction (DPI) guidance, each child in grades 4K-3 will take an assessment. Wisconsin has partnered with Pearson to provide the *aimswebPlus* early reading screener. A screener is an assessment that quickly checks your child's literacy skills. The skills tested are different for every grade level.

Earlier in 2024 we shared a document that listed the screeners given to each grade level. This document provides information and state guidance on policy. You can find it under the "Parents" tab, click on "Reading Program," and scroll down and click on "*aimswebPlus*."

According to Act 20, the early literacy assessment system must include:

- **Rapid Naming:** how quickly students can name objects or symbols
- **Phonological Awareness:** recognizing and manipulating sounds in words
- **Word Recognition:** identifying familiar words (sometimes called High Frequency Words, Snap Words, Heart Words or Sight Words if they are memorized)
- **Spelling:** understanding and writing words correctly
- **Vocabulary:** knowing the meanings of words
- **Listening Comprehension:** understanding spoken language



- **Oral Reading Fluency** (when appropriate): reading smoothly and accurately
- **Reading Comprehension** (when appropriate): understanding and interpreting text

For more information on the state law, here are a list of important sites:

[Wisconsin Reads](#)

[Act 20 Resources](#)

[WI Act 20 FAQs](#)

## 2. The Early Literacy Remediation Plan

Wis. Stat. §§ 118.016 requires that each school district or independent charter

create and publish on its website an *Early Literacy Remediation Plan* that applies to grades 5K through 3rd grade in the 2024-2025 school year. It includes some elements that focus on all students and some elements that focus on students who need additional support. It includes reading instruction, assessment, and remediation with a primary focus, but not limited to, 5K-3rd grade.

Each district maintains local decision-making authority and should utilize the expertise of their school communities when developing and implementing the requirements for early literacy remediation plans. **This plan is embedded within this document and will have a separate tab on the NLPA website under the Parents tab, “Reading Program,” then “Early Literacy Remediation Plan.”**

## 3. Teacher Training

All 5K through 3rd grade teachers in Wisconsin are required to have 20+ hours of

training on what the Science of Reading highlights for reading instruction. Classes are through an accredited university or nonprofit and cover instruction for letter identification, letter-sound matching, decoding strategies, explicit and cumulative instructional focus, spelling, fluency and reading comprehension.

Our staff will be taking a 2 1/2 day course on various Science of Reading topics and

how it matches the Montessori curriculum this summer (2025).

## Overview: Montessori Literacy Instruction

Overview of the District's Approach to Early Literacy Instruction	
<b>Montessori Philosophy</b>	<p>Early literacy instruction at New Leaf Prep Academy begins in 4K and is built upon a foundation of oral language development, developing listening and speaking skills, vocabulary instruction embedded within descriptions, stories, and the works children accomplish.</p> <p>Specifically, New Leaf Prep Academy follows the Montessori belief that to touch, build, create and explain one's thinking to others is a necessary component of learning. For literacy in particular, children learn to trace and say a letter sound before they are taught the letter name.</p> <p>Why?</p> <p>Letter names can be confusing at best. The letter "G," when said out loud, begins with the /j/ sound! And "C," when said out loud, begins with the /s/ sound!</p> <p>Furthermore, in English, as we all know, there are many vowel sounds per vowel (can you say all four sounds for /a/? How many vowels also have the schwa?). In addition, consonant combinations may come from Greek, Latin, French or other languages, which changes the sound.</p> <p>For example, think of the digraph /ch/ /ch/ as in "church"</p>

	<p>/ch/ as /k/ in “chorus” /ch/ as /sh/ in “machine”</p> <p>Later in this document, the ETC and Waseca literacy curriculum are explained.</p>
<b>Foundational Elements</b>	<p>Early literacy instruction at New Leaf Prep Academy is built on a foundation of:</p> <ul style="list-style-type: none"> <li>• Licensed, professional educators who understand the life-long importance of each child's early literacy education and who have specific training in the areas of reading instruction and literacy development.</li> <li>• Montessori academic standards in English Reading Arts which includes reading, writing and spelling.</li> <li>• New Leaf Prep Academy's sequential curriculum plans in reading and writing for 4K through 3rd grade.</li> <li>• The curricular materials and instructional methods that are used to implement Montessori academic standards and curriculum-based learning objectives.</li> <li>• An adaptable framework and approach for early literacy instruction that provides sufficient flexibility to foster continuous learning, growth, and enhance engagement and enjoyment for all students.</li> <li>• A desire to partner with school families to coordinate learning opportunities across all settings and to make each child's reading journey a cohesive, guided, and rewarding process.</li> </ul>
<b>Key Features of Early Literacy Instruction</b>	<p>The following are some of the key features of New Leaf Prep Academy's approach to early literacy instruction:</p> <ul style="list-style-type: none"> <li>• New Leaf Prep Academy emphasizes the consistent use of the Montessori method and ideology and the use of instructional materials that reflect evidence-based best practices and the selection and use of curricular materials that have been designed and shown to be effective tools for early literacy development.</li> <li>• New Leaf Prep Academy offers differentiated pathways for</li> </ul>

	<p>student learning that can accommodate the needs of students who demonstrate advanced literacy skills as well as the needs of students who are struggling to reach and/or maintain grade-level literacy skills.</p> <ul style="list-style-type: none"> <li>• New Leaf Prep Academy uses a variety of assessment techniques, both formal and informal, to determine each student's current skills and knowledge, to identify any learning gaps related to literacy development, and to measure learning and growth following instruction and any interventions.</li> <li>• As further described in this document, New Leaf Prep Academy relies on a tiered system of learning support – consisting of a range of interventions, instructional and curricular modifications, and other support services – to meet the needs of students who need assistance reaching or maintaining grade-level literacy skills.</li> </ul>
<p><b>Grade-Level Literacy Skill Support</b></p> <p><b>**See the next session below for more detailed information on tiered levels of support.**</b></p>	<p>The primary focus of the <i>Early Literacy Remediation Plan</i> is for New Leaf's implementation of the state-mandated early literacy assessments and various state-mandated student intervention processes. However, New Leaf Prep Academy's approach to early literacy instruction recognizes that in some cases it is possible to identify individual learning needs and adjust instruction in a manner that will help a student make progress in building their grade-level literacy skills <i>before</i> the student is identified as being in need of more formal and informal interventions.</p> <p>New Leaf Prep Academy teachers, specialists and administrators also recognize that its tiers of literacy-related interventions and reading services need to be coordinated with other school supports because they may have overarching goals.</p> <ul style="list-style-type: none"> <li>• For example, if a child qualifies for speech and language therapy, an overlapping goal could be to have the student answer WH- questions (who, what, when, where and why) after a story or content is read out loud.</li> <li>• Another example could be a student who is in need of additional support and instruction in multiple areas: reading, writing, spelling and math. This student may or may not be</li> </ul>

	<p>served with an Individualized Education Plan which is served through the special education department.</p> <ul style="list-style-type: none"> <li>• Another example could be if a child's native language is not English, ELL services would be coordinated between studio teachers, the reading specialist and the EL provider.</li> <li>• One last example could be if a student who is struggling with certain literacy skills and who could benefit from targeted reading intervention may be a student who has an Individualized Education Program (IEP) in place or is an English Learner who has a plan in place for developing proficiency in English.</li> </ul> <p>At all levels of learning support, there is a common emphasis on identifying individual needs, matching instruction and interventions to those needs and monitoring learning to determine whether the interventions are helping the student to make progress.</p>
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Here at New Leaf Prep Academy, we have created a guide book to help parents understand the curriculum used for literacy. This document can be found on our Parents page under "Reading Program" and click on the black link "Reading Curriculum." A shorter version that is shared in a qualifying Personal Reading Plan is below:

Universal Instruction
<p><b>Explanation about the ETC Montessori Pink, Blue, Green Language Series (Jones, S., 06/25/2024, Montessori for Today website):</b> The Montessori Pink, Blue, and Green Series is a 3-stage process that is part of the Montessori way of teaching children how to write and read organically. The Montessori method teaches children to write first, and then read. The Pink, Blue, Green Language Series teaches children to encode and decode words in sequential order, beginning with simple concepts before moving on to more complex concepts. Materials used for the Pink, Blue, and Green Series include word lists, spelling cards, objects, and photos or drawings, among other things, and you can find word lists for each series online.</p> <ul style="list-style-type: none"> <li>• The <b>Pink Series</b> is the first stage of this series designed to help children learn to decode words with short vowel sounds. It consists of 3-letter phonetic words in a CVC, or consonant-vowel-consonant, format.</li> </ul>

- The **Blue Series** is the next stage in this series, and naturally builds upon the first and introduces consonant blends. Words in this series still employ phonetic words with short vowels, but are four or more letters in length, up to eight letters. There are around 20 consonant blends in the Blue Series.
- The **Green Series** is the last stage and is the largest. The Green Series is where a child really begins to become fluent in reading, as it contains all the major phonemes, digraphs, hard, soft, and silent letters.

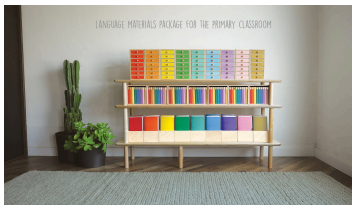
#### **Explanation from the Waseca website:**

The Montessori method values the order of a systematic approach, isolating the principles to be taught and building skills with small, manageable steps. The Waseca Reading Program's phonetic progression includes nine cabinets based on the Orton Gillingham sequence on how to teach children to read. The Waseca Reading Program is structured to provide a systematic and sequential presentation of the phonetic elements used in the English language.

The program uses a four-step approach:

1. A student is introduced to a specific phonetic element;
2. The student uses the movable alphabet to spell, or encode, the word depicted on a picture card;
3. The child decodes the phonetic information by matching a picture card to its label; and
4. The child further practices decoding by reading the phonogram booklet and doing writing practice.

Of note, the picture cards for each lesson use photographs to illustrate each word. Large print and color-coded highlighting emphasize the phonetic elements found in the word. The frame around the picture and the highlighting are color-coded for nine different phonetic groups. Some 5K students are ready for Waseca after they complete the Pink Series; Waseca **Red** focuses on three-letter phonetic words and isolates short vowel sounds.



- **Red** focuses on three-letter phonetic words and isolates short vowel sounds
- **Orange** focuses on blends: common beginning blends such as s, l, and r blends; ending blends; and words with both beginning and ending blends
- **Yellow** introduces consonant digraphs like sh, ch, th, and tch

- **Green** explores words ending with ng and nk
- **Aqua** focuses on the silent e rule as applied to each vowel
- **Blue** explores different phonograms used to make each long vowel sound
- **Purple** introduces various diphthongs, such as r-controlled vowels and oy, ow, and aw
- **Pink** focuses on combinations that produce silent letters like wh, mb, kn, and gh
- **Gold** explores less common phonetic rules, including spelling variations for the same sounds and hard and soft consonants

**In the fall when students are back in school, the studio teachers (grades 1-3) have students complete an assessment to make sure they are ready for Waseca or if they need review first.**

**Differentiated supports available to your child within classroom literacy instruction:**

- 1:1 and small group instruction including reteaching, practice of ETC concepts or Waseca spelling/word patterns;
- small group instruction based on student's level which can include oral reading fluency, word work, reading comprehension, phoneme segmentation and blending to decode words, etc., based on your child's needs; and
- when ready, students will have decodable readers to practice a specific decoding skill or strategy.

## **Tiered Levels of Support**

New Leaf Prep Academy uses a tiered system of instructional interventions and supports under which different tiers correspond to different types and levels of student need. The tiered system also helps New Leaf educators to identify options for adjustments if initial interventions and supports are not creating results that match expectations for improvement.

The Primary focus of this Early Literacy Remediation Plan is on the District's implementation of the state-mandated early literacy assessments and various state-mandated student intervention processes. However, the District's approach to early literacy instruction recognizes that, in some cases, it is possible to identify individual learning needs and adjust instruction in a manner that will help the student make progress in building their grade-level literacy skills before the student is identified as being in need of more formal and more intensive interventions.

The District also recognizes that its tiers of literacy-related interventions and remedial reading services need to be coordinated with other District supports and services that can have overlapping goals and purposes.

At all tiers of support, there is a common emphasis on identifying individual needs,

matching instruction and interventions to those needs, and monitoring learning to determine whether the interventions are helping the student to make progress.

The Personal Reading Plan is not necessarily considered a tiered intervention, but a way to target instruction. However, if needed, staff can meet to discuss a student's strengths and needs and decide if further action is needed.

### **1. Tier 1 Universal Instruction & Support:**

- Studio Instruction: whole group, small group, individualized instruction;
- Once a week Literacy Collaboration for specific student questions;
- Ongoing informal data collection on skills;
- Ongoing formal Montessori data collection for Transparent Classroom; and
- Ongoing Professional Development in Literacy.

### **2. Tier 2 Small Group Instruction & Individualized Instruction**

- Studio teacher and Reading Specialist create goal(s), materials, and data collection based on informal assessment, observations, state assessments or school assessments; and
- Parents have been and continue to be included in each step of the process.
  - Parents will have received information on the Wisconsin Handbook on Dyslexia,
  - how to make a referral to special education, and
  - home activities that support their child's unique learning needs.
  - Parents have been regularly informed by studio teacher of concerns, strengths, and needs and that student will participate in a Tier 2 reading intervention;
  - Round 1, Tier 2 sessions:
    - 15-20 minutes, 2-3x/week, for 40 weeks
    - 1:1 to 1:3 small group instruction with an explicit focus provided by studio teacher
    - Once a week Literacy Collaboration for specific student questions
    - After 40 weeks, teacher team analyzes data, rate of progress, and strategies used and revise instruction
    - If needed, the studio teacher and reading specialist organize a Student Success Team meeting with administration to analyze data and next steps.
  - Round 2, Tier 2 sessions



- 20 min., 4x/week, for 40 weeks
- 1:1 to 1:3 small group instruction with an explicit focus provided by studio teacher
- Once a week Literacy Collaboration for specific student questions
- After 40 weeks, team analyzes data, rate of progress, and strategies used and revise instruction for another session, or
- If continued concerns for a student's rate of progress, the studio teacher and reading specialist organize a Student Success Team meeting with administration to analyze data and next steps; and
- Students can stay in a Tier 2 intervention if they are English Language Learners or are approaching grade-level expectations.

### **3. Tier 3 Intensive Intervention & Support**

- After a minimum of two rounds of Tier 2 intervention in the studio, and after a Student Success Team meeting with parents, and after goals are created, students may be referred to Tier 3 reading intervention.
  - 30 min., 5x/week, for 80 weeks
  - Daily Reading/Spelling “homework”
  - 1:1 to 1:3 small group instruction with an explicit focus provided by reading interventionist staff or reading specialist
  - Parental Signature required
  - Progress Notes every quarter
  - Parents will sign up for a Parent-Teacher conference spot with the Reading Specialist

### **4. Referral for Testing & Eligibility for Special Education Services**

From DPI: Upon request, New Leaf Prep Academy is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Michael Bennett, Director of Education and Operations, through email: [michael.bennett@newleafprepacademy.org](mailto:michael.bennett@newleafprepacademy.org) or by writing a letter to Mr. Bennett and the Special Education Team: 360 AMS Ct., Green Bay, WI 54313.

When NLPA receives a referral, the District will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The District locates, identifies,

and evaluates all children with disabilities who are enrolled by their parents in the school district.

Diagnostic assessments given by the school team **\*\*DO NOT\*\*** diagnose any type of mental, physical, or cognitive disability. Only pediatric developmentalists, psychologists, or psychiatrists can diagnose using the [DSM-5](#).

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made. Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides.

## ***aimswebPlus*, Wisconsin's Early Literacy Screener**

### **1. What Does *aimswebPlus* Screen and When?**

Under state law, Districts are required to administer early literacy assessments 4K-3rd grade. It is a state-mandated and state-selected screening tool. See [118.016\(3\)\(a\)](#). Wisconsin partners with Pearson to offer *aimswebPlus* early literacy screeners for publicly offered 4K programs in the fall and spring, and for students in 5K-3rd grade three times a year (F=fall, W=winter, S=spring). This is state-mandated and state-selected, and therefore the law does not allow families to choose whether to have their child(ren) participate in the assessment.

The test is a nationally normed, skill-based benchmark and screening assessment used to assist in program planning and evaluation, and to identify specific tiered academic support needs. Per Act 20, students must be assessed in the fall 45 calendar days after the start of the school term and at least 45 calendar days before the last day of school.

- At the 4K, 5K, and 1st grade levels, administration is given 1:1.
- For students in grades 2 and 3, there is a 1:1 teacher-administered portion for 1-minute timed passages assessing oral reading fluency. There is a computer administered portion for vocabulary and reading comprehension.

Here is what Act 20 requires school districts to screen and when:

F = Fall; W = Winter; S = Spring

WI Act 20 Fundamental Skills	aimswebPlus Measure Name	4K		5K			Grade 1			Grade 2			Grade 3		
		F	S	F	W	S	F	W	S	F	W	S	F	W	S



year for grades 1-8, in the fall and spring. Students are assessed in math, reading, and language arts. Results are used to determine small group instruction, individual student needs, track mastery of ELA skills, and determine a student's growth over time.

## **2. How do New Leaf Prep Academy Professionals Use the Results of this Assessment?**

### **The screening assessment used in 5K through 3rd grade:**

- Attempts to identify students who may be struggling with reading skills and literacy-related learning objectives;
- Provides a basic checkpoint on a student's reading progress during the school year; and
- Helps classroom teachers to identify, on both a group and individual basis, any skills or learning objectives that may need some reinforcement and the content that students may be ready to learn next.

It is not unusual for students enrolled in 4K and 5K to be at many different levels of reading readiness. With that in mind:

- The results of a fundamental skills screening assessment do not automatically trigger either a mandatory diagnostic assessment or mandatory learning interventions.
- New Leaf professionals will use the assessment results as one data point to determine if a student should be monitored, referred for any type of further evaluation, or considered for instructional modifications or interventions.
- Parents are an integral part of this discussion and will be consulted and included in decision making.

If a student already has a Personal Reading Plan in place at the time that the student completes a diagnostic assessment, the results of the diagnostic assessment will be used to inform possible changes to the plan and may be used to help monitor the student's progress.

## **3. What Happens After *aimswebPlus* is Completed?**

- Parents will be notified of *aimswebPlus* results within **15 calendar days** after completion.
- This will include a letter of explanation and the child's score sheet. Studio teachers will have students place the envelope in their take home folders.

**If a student scores 25% or below, they are considered "At-Risk" and a Personal Reading Plan will be created.**

- As defined by state law, a student is considered to be "at-risk" with

respect to early literacy learning based on the results of either a universal screening assessment such as *aimswebPlus* or a diagnostic assessment.

- An assessment score below the 25<sup>th</sup>tile qualifies a student as “At-Risk.”
  - For 5K, the assessment score is considered the overall composite score which includes Initial Sounds and Letter Word Sounds Fluency
  - For 1st Grade, the assessment score is considered the overall composite score which includes Oral Reading Fluency.
  - For 2nd & 3rd Grade, the assessment score is **only** the Oral Reading Fluency subtest.
- In direct consultation with the student's teacher and parent/caregiver, and based on re-screening, diagnostic assessment(s), or some other evidence-based evaluation, the District may make a determination that an “At-Risk” result on a screening assessment was inaccurate or invalid and that the student is not in need of a Personal Reading Plan. Such decisions will be addressed on a case-by-case basis with the involvement of a licensed District Reading Specialist.
- For each 5K to 3rd grade student who is determined to be “at-risk” of reading difficulty based on the results of the screener, the reading specialist will:
  - administer diagnostic literacy assessments within 10 days after *aimswebPlus* was completed to help further evaluate the student's skills and needs;
  - Start or if applicable, continue the process of developing and implementing a Personal Reading Plan with the studio teacher and parents; and
  - The District is required to provide special education referral information to the student's parent(s)/caregiver(s).
- For students who are not considered “At-Risk,” teachers will use the assessment results as one data point to help determine if a student should be monitored, further evaluated, or considered for possible interventions or remedial reading services.

## Diagnostic Assessments

- Wisconsin DPI provided reading specialists with a list of approved Diagnostic Assessments to be used to gather more information on a student's literacy skills after they scored 25% or lower on the aimswebPlus screeners.
  - Family Literacy Survey: In connection with a diagnostic assessment, New Leaf's literacy team and/or administration will provide an opportunity for the student's family to complete a family history survey to provide additional information about any learning difficulties in the student's family.
  - The family history survey will be sent out electronically and/or on paper once a child has been identified in the 25%tile or lower.
- Act 20 requires all literacy subskills to be assessed. In instances where section [118.016\(3\)\(b\)](#) requires the district to administer a diagnostic assessment, state law does not provide families with an opportunity to choose to opt their child(ren) out of the assessment.
- Diagnostic Assessments can be administered by a special education teacher, a reading interventionist, a reading specialist or other qualified professionals.
  - See state statute [118.016\(1\)\(b\)](#) and [118.016\(3\)\(b\)](#). As an assessment of **skills**, a diagnostic assessment can help to identify a child's potential learning gaps with greater precision. However, the District's diagnostic literacy assessments do **not** determine whether a student may have any medical or developmental condition(s) or disability that may be affecting the child's learning.
  - Act 20 suggests that all diagnostic assessments be administered within 10 school days after aimswebPlus is completed.
  - If the student's "At-Risk" status relates to the *first* screening of the school term, then the diagnostic assessment is to be completed by the second Friday in November.
  - If the student's "At-Risk" status relates to the second or third screening assessment of the school term, then the diagnostic

assessment is to be completed within 10 calendar days of the screener.

- The results from the assessments will be used to determine what skill(s) the studio teacher will focus on for that child in a Personal Reading Plan (in the next section). These results and your child's Personal Reading Plan should be shared within 10 days of completion.
- Diagnostic assessments are **not** administered after each *aimswebPlus* screener (fall, winter, spring) but at the time when a student **first** has a composite score of 25% or below. Diagnostic assessments will be given at that same session in the following school year.
- A teacher or parent who suspects that the student may be demonstrating characteristics of dyslexia submits a written request for a diagnostic assessment.
  - The assessor has 20 calendar days to complete the assessments.
- It is possible that the District may determine that other students could benefit from completing a diagnostic assessment that would not be mandatory under state law.
- To the extent permitted by state law for a student who is already receiving interventions and services under a Personal Reading Plan, the District may determine that a student does not need to repeat a diagnostic assessment that the student has already taken in the same school year, even if there is a secondary basis under which the student qualified for the diagnostic assessment.

Skill	Diagnostic Assessment
Phonological Awareness	<ul style="list-style-type: none"><li>• Heggerty Phonological Awareness Test</li><li>• Really Great Reading Phonological Awareness Survey</li><li>• Readsters Pre-Reading Skills Assessment</li></ul>
Phonemic Awareness	<ul style="list-style-type: none"><li>• Heggerty Phonemic Awareness Test</li><li>• The PAST Test</li></ul>
Decoding	<ul style="list-style-type: none"><li>• Really Great Reading Phonics Diagnostics</li><li>• Readsters Pre-Reading Skills Assessment</li><li>• Readsters Kindergarten Readiness</li></ul>



	<ul style="list-style-type: none"> <li>• LETRS Phonics and Word Reading Survey</li> </ul>
Word Recognition	<ul style="list-style-type: none"> <li>• San Diego Quick Assessment of Reading Ability</li> <li>• Readsters Kindergarten Readiness</li> </ul>
Alphabet Knowledge / Letter Name Knowledge	<ul style="list-style-type: none"> <li>• Readsters Kindergarten Readiness</li> </ul>
Letter Sound Knowledge	<ul style="list-style-type: none"> <li>• Readsters Kindergarten Readiness</li> </ul>
Oral Language <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Listening Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Language and World Knowledge Screener (Neuhaus)</li> <li>• Word Use Fluency (Acadience)</li> <li>• CUBED-3 Narrative Language Measures (NLM Listening and NLM Reading)</li> </ul>
Oral Reading Fluency	<ul style="list-style-type: none"> <li>• Really Great Reading Oral Reading Fluency</li> <li>• aimswebPlus</li> </ul>
R.A.N. - Rapid Automatic Naming	<ul style="list-style-type: none"> <li>• Acadience RAN Test</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>• Words Their Way Primary Spelling Inventory</li> <li>• Words Their Way Elementary Spelling Inventory</li> <li>• LETRS Spelling Inventory</li> <li>• Fluency Spelling</li> </ul>

See §§ [118.016\(1\)\(b\)](#) and [118.016\(3\)\(b\)](#). As an assessment of **skills**, a diagnostic assessment can help to identify a child's potential learning gaps with greater precision. However, the District's diagnostic literacy assessments do **not** determine whether a student may have any medical or developmental condition or disability that may be affecting the child's learning.

## What are Personal Reading Plans?

Personal Reading Plans (PRP) are considered a reading intervention, but not necessarily a tiered intervention as a pathway to a referral for special education services. Personal Reading Plans offer students explicit instruction in an area of need. \*\*For 2nd and 3rd grade, the assessment score that qualifies a student for a Personal Reading Plan is **only** based on the Oral Reading Fluency subtest.\*\*

A student in 5K through 3rd grade is identified as "At-Risk" when he or she has a Composite Score of 25% or below on the *aimswebPlus* screener. Students may

be identified as “At-Risk” if they score at or below 25% on a diagnostic assessment as well. However, in direct consultation with the studio teacher, the parents, and the reading specialist, and after the use of diagnostic assessments, observation, or some other evidence-based evaluation, the District may make a determination that an “at-risk” result on a screening assessment was inaccurate or invalid and that the student is not in need of a Personal Reading Plan. Such decisions will be addressed on a case-by-case basis.

- Students who score below the 25%tile on the reading readiness screener will receive a personalized reading plan. This plan includes:
  - a statement if the student's specific early literacy learning needs, as identified by skills that were evaluated on the applicable assessment;
  - a description of the programming using “science-based early reading instruction,” as defined by state law, that the student's teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
  - early literacy assessment data;
  - overall early literacy analysis;
  - student goals, benchmarks and details of a support plan;
  - additional services to accelerate early literacy skills;
  - recommendations for culturally relevant early literacy learning;
  - record of attendance;
  - how a student's progress will be conducted through progress monitoring and collected on a weekly basis;
  - record of communication with parent/caregiver(s);
  - strategies and activities that the student's parent is encouraged to use to help the student achieve grade-level literacy skills; and
  - any additional community programs that may be available and appropriate to help accelerate the student's early literacy skill development.

### **Plan Creation & Implementation**

The District will follow any applicable statutory deadlines for the initial creation of a Personal Reading Plan for an “at-risk” student. As of this date, this *Early Literacy Remediation Plan* was written, the statutory deadlines were as follows:

- By no later than the 3rd Friday of November if the student is identified as “At-Risk” based on the results of either (1) the first universal screening

assessment that is administered any any school year, or (2) the results of a diagnostic assessment that was administered due to the results obtained from that first universal screening assessment.

- Within 10 calendar days after the administration of any other universal screening or diagnostic assessment required by state law that has identified the student as “at-risk” (i.e., excluding the assessments that are covered by the November deadline specified in the previous paragraph).
- Families/caregivers can expect to receive updates about the student's progress at least every 10 weeks.
- Every subsequent administration of the screener is an opportunity to engage in updating the Plan.

An example is below.

### Personal Reading Plan

Date Initiated:

Date Updated:

Section 1: Child Information		
<b>Name:</b>	<b>DOB:</b>	<b>Language(s):</b>
<b>School:</b> New Leaf Prep Academy	<b>Current Grade:</b>	<b>Teacher:</b>
<b>Student Interests, Strengths, &amp; Additional Relevant Information:</b>	<b>Additional Student Information from Parents/Caregivers:</b>  Families will receive either an electronic Family Literacy Survey or a paper copy (or both) so this important information can be incorporated into their child's PRP.	
<b>Additional Supports &amp; Programs (including academic, behavioral, and mental health):</b> <div> <input type="checkbox"/> Individual Education Plan           <input type="checkbox"/> 504 Plan           <input type="checkbox"/> Gifted Education Plan         </div> <div> <input type="checkbox"/> EL Plan <i>If yes, what is the English Language Proficiency (ELP) Level?</i> <input type="checkbox"/> Other:         </div>		

Section 2: Team Information	
<b>Parent(s)/Caregiver(s):</b>	<b>Preferred Language(s) &amp; Mode(s) of Communication:</b>
<b>Reading Teacher/Specialist:</b>  <b>Other Teachers (e.g., special education, multilingual</b>	<b>Team Member(s) Responsible for Plan Implementation:</b> Studio Teacher: Reading Consultation:

<b>learner educator):</b>  (This is where ELL, special education, speech and language, etc., would be noted. We want to ensure this is a team approach and all providers will be consulted.)	
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Section 3: Universal Instruction
<p><b>Yes</b> ▾ The child participates in culturally inclusive science-based early reading instruction.</p> <p><b>Explanation about the ETC Montessori Pink, Blue, Green Language Series (Jones, S., 06/25/2024, Montessori for Today website):</b> The Montessori Pink, Blue, and Green Series is a 3-stage process that is part of the Montessori way of teaching children how to write and read organically. The Montessori method teaches children to write first, and then read. The Pink, Blue, Green Language Series teaches children to encode and decode words in sequential order, beginning with simple concepts before moving on to more complex concepts. Materials used for the Pink, Blue, and Green Series include word lists, spelling cards, objects, and photos or drawings, among other things, and you can find word lists for each series online.</p> <ul style="list-style-type: none"> <li>• The <b>Pink Series</b> is the first stage of this series designed to help children learn to decode words with short vowel sounds. It consists of 3-letter phonetic words in a CVC, or consonant-vowel-consonant, format.</li> <li>• The <b>Blue Series</b> is the next stage in this series, and naturally builds upon the first and introduces consonant blends. Words in this series still employ phonetic words with short vowels, but are four or more letters in length, up to eight letters. There are around 20 consonant blends in the Blue Series.</li> <li>• The <b>Green Series</b> is the last stage and is the largest. The Green Series is where a child really begins to become fluent in reading, as it contains all the major phonemes, digraphs, hard, soft, and silent letters.</li> </ul> <p><b>Explanation from the Waseca website:</b>          The Montessori method values the order of a systematic approach, isolating the principles to be taught and building skills with small, manageable steps. The Waseca Reading Program's phonetic progression includes nine cabinets based on the Orton Gillingham sequence on how to teach children to read. The Waseca Reading Program is structured to provide a systematic and sequential presentation of the phonetic elements used in the English language.</p> <p>The program uses a four-step approach:</p> <ol style="list-style-type: none"> <li>1. A student is introduced to a specific phonetic element;</li> <li>2. The student uses the movable alphabet to spell, or encode, the word depicted on a picture card;</li> <li>3. The child decodes the phonetic information by matching a picture card to its label; and</li> <li>4. The child further practices decoding by reading the phonogram booklet and doing writing practice.</li> </ol>

Of note, the picture cards for each lesson use photographs to illustrate each word. Large print and color-coded highlighting emphasize the phonetic elements found in the word. The frame around the picture and the highlighting are color-coded for nine different phonetic groups. Some 5K students are ready for Waseca after they complete the Pink Series; Waseca **Red** focuses on three-letter phonetic words and isolates short vowel sounds.



- **Red** focuses on three-letter phonetic words and isolates short vowel sounds
- **Orange** focuses on blends: common beginning blends such as s, l, and r blends; ending blends; and words with both beginning and ending blends
- **Yellow** introduces consonant digraphs like sh, ch, th, and tch
- **Green** explores words ending with ng and nk
- **Aqua** focuses on the silent e rule as applied to each vowel
- **Blue** explores different phonograms used to make each long vowel sound
- **Purple** introduces various diphthongs, such as r-controlled vowels and oy, ow, and aw
- **Pink** focuses on combinations that produce silent letters like wh, mb, kn, and gh
- **Gold** explores less common phonetic rules, including spelling variations for the same sounds and hard and soft consonants

In the fall when students are back in school, the studio teachers (grades 1-3) have students complete an assessment to make sure they are ready for Waseca or if they need review first.

**Differentiated supports available to your child within classroom literacy instruction:**

- 1:1 and small group instruction including reteaching, practice of ETC concepts;
- small group instruction based on student's level which can include oral reading fluency, word work, reading comprehension, phoneme segmentation and blending to decode words, etc., based on your child's needs; and
- when ready, — will have decodable readers to practice a specific decoding skill or strategy.

Section 4: Culturally Inclusive Early Literacy Assessment Data			
	Fall '24	Winter '25	Spring '25
Relevant Literacy Data	ETC: n/a  Waseca Level: n/a	ETC:  Waseca Level:	ETC:  Waseca Level:

<b>aimswebPlus Screening Results</b>	<p><b>Date:</b> <b>Composite Score: %tile</b></p> <p><b>4K:</b> Initial Sounds</p> <hr/> <p><b>5K:</b> Initial Sounds Letter Naming Fluency Letter Word Sounds Fluency Auditory Vocabulary</p> <hr/> <p><b>Grade 1:</b> Phoneme Segmentation Letter Word Sounds Fluency Auditory Vocabulary Nonsense Word Fluency Oral Reading Fluency</p> <hr/> <p><b>Grades 2 &amp; 3:</b> Vocabulary (on computer) Reading Comprehension (on computer) Oral Reading Fluency</p>	<p><b>Date:</b> <b>Composite Score: %tile</b></p> <p><b>No 4K Winter Assessment</b></p> <hr/> <p><b>5K:</b> Initial Sounds Letter Naming Fluency Letter Word Sound Fluency Auditory Vocabulary Phoneme Segmentation *Nonsense Word Fluency</p> <hr/> <p><b>Grade 1:</b> Phoneme Segmentation Auditory Vocabulary Word Reading Fluency Nonsense Word Fluency Oral Reading Fluency</p> <hr/> <p><b>Grades 2 &amp; 3:</b> Vocabulary (on computer) Reading Comprehension (on computer) Oral Reading Fluency</p>	<p><b>Date:</b> <b>Composite Score: %tile</b></p> <p><b>4K:</b> Initial Sounds *Letter Word Sound Fluency</p> <hr/> <p><b>5K:</b> Initial Sounds Letter Naming Fluency Letter Word Sound Fluency Auditory Vocabulary Phoneme Segmentation Nonsense Word Fluency *Word Reading Fluency</p> <hr/> <p><b>Grade 1:</b> Phoneme Segmentation Auditory Vocabulary Word Reading Fluency Nonsense Word Fluency Oral Reading Fluency</p> <hr/> <p><b>Grades 2 &amp; 3:</b> Vocabulary (on computer) Reading Comprehension (on computer) Oral Reading Fluency</p>
<b>Diagnostic Results</b>	<p><b>Date:</b></p> <p><b>Diagnostic Tool(s):</b></p> <p>n/a</p>	<p><b>Date:</b></p> <p><b>Diagnostic Tool(s):</b></p>	<p><b>Date:</b> n/a</p> <p><b>Diagnostic Tool(s):</b></p> <p><i>Diagnostics are given 1x/year, usually when a student first qualifies for a Personal Reading Plan. Diagnostics can be conducted at any time by parent/teacher request or if everyone agrees more</i></p>

			<i>information is needed for a student to better service that child's needs.</i>
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### For 5K: EXAMPLE DIAGNOSTIC ASSESSMENT FINDINGS

<b>Oral Language Comprehension, adapted from Neuhaus Education Center</b>	<p><b><u>FOLLOWING ORAL DIRECTIONS</u></b></p> <ul style="list-style-type: none"> <li>• -/2 points: write first and last name with proper spacing, capitals and lowercase letters</li> <li>• -/3 points: draw the smallest, bigger, biggest circles</li> <li>• -/14 points: stick person with the following details:</li> <li>• -/3 points: followed verbal directions to draw a square, draw a triangle inside the square, and draw a line under the square</li> </ul> <p><b><u>CATEGORIZATION SKILLS</u></b></p> <p>Topic: 6-8 Details:</p> <p><b><u>READING COMPREHENSION: – out of – points</u></b></p> <p>Book: title (fiction/nonfiction), cartoon pictures/photographs, 1 sentence per page/2 with sweep, etc.</p> <p>Background Knowledge: Specific Questions per content</p>
<b>LETRS Basic Spelling Screener (K-2)</b>	<p>Initial Consonant Final Consonant Digraph, Trigraph Blend Short Vowel Long Vowel (VCe) Vowel Team/Diphthong Vowel-r Inflections</p> <p><b>Needs:</b></p>

Section 5: Overall Early Literacy Analysis		
Fall	Winter	Spring
<p>Date:</p> <p>Area(s) of Early Literacy Strength:</p> <p>Opportunities for Early Literacy Growth:</p>	<p>Date:</p> <p>Area(s) of Early Literacy Strength:</p> <p>Opportunities for Early Literacy Growth:</p>	<p>Date:</p> <p>Area(s) of Early Literacy Strength:</p> <p>Opportunities for Early Literacy Growth:</p>

### Section 6: Child-Centered Implementation Plan

Success Criteria	Intervention Plan	Monitoring Plan
<p><b>Goal:</b> Given explicit, sequential, cumulative, multi-sensory direct instruction, (name of student) will increase their (skill) to (%) by (10-week mark).</p> <p><b>Adequate Rate of Progress Indicator:</b> (this is a drop-down menu provided by the state)</p>	<p><b>Intervention:</b></p> <p><b>Intervention Provider:</b></p> <p><b>Start &amp; End Date:</b></p> <p><b>Frequency:</b></p> <p><b>Length of Sessions:</b></p> <p><b>Group Size:</b></p> <p><b>At Home Activities:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	<p><b>Daily with instruction</b></p> <p><b>Weekly for progress monitoring</b></p> <p><b>Benchmark(s):</b> Weekly</p> <p><b>Exit Criteria:</b> at 50%tile on all <i>aimswebPlus</i> screener subtests, or 90% accuracy on diagnostic assessments, or at grade-level Proficiency on the 3rd grade Wisconsin Forward Exam.</p>

### Section 7: Additional Recommendations for Culturally Relevant Early Literacy Learning

**Recommendations for School Professionals from Parent(s)/Caregiver(s):**

**Recommendations for Parent(s)/Caregiver(s) from School Professionals:**

**Recommendations for Additional Services & Resources in the Community:**

### Section 8: Signatures

The student's Personal Reading Plan has been reviewed by the teacher, administrator, parent(s)/caregiver(s), and other pertinent staff as indicated by each signature below.

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Signature: \_\_\_\_\_



Date:

Section 9: Weekly Date

Teachers will share this data at a minimum 2x/month with parents and the reading interventionist.  
This data will be copied and given to parents at the 10-week intervention mark.

EXAMPLE:

Week of 09/12/25: initial sounds: m, p, t, f, z  
zaf, paf, tam

1/5 (m)

Vowels: a

Words: map, mat

NSW:

Week of 09/19/25: initial sounds: m, p, t, f, z

2/5 (m, f)

Vowels: a

Words: tap, fat

Week of 09/26/25: initial sounds: m, p, t, f, z  
fat/fit  
etc.

5/5

Vowels: a, i

Words: pat/pit, map/mip,

Section 10: Progress Updates for Parents/Caregivers & Next Steps

Describe the student's response to the PRP and next steps in the plan.

EXAMPLE: Tanya has been in small group reading intervention beginning 09/12/2025. She meets with her teacher and one other student 4x/week for 15-minute sessions. She has been working on her goals in her Personal Reading Plan for 10 weeks. Her attendance has been excellent, only missing 2 days of school due to illness and 2 days due to school closures.

GOAL 1: Sequence the alphabet in order both orally from memory and with letter tiles: 100%.

GOAL 2: Match Letter Sounds m, p, t, f, z, a, i (identified as missing skills on her assessments): 70% - missing consistency with p, t, i

GOAL 3: Write all lowercase letters: <50% (Tanya can spell/write her name and some Consonant-Vowel-Consonant words such as mat, map, fat, pat as long as words are in a word family. She misses the consonant endings when words are randomly given to her.

After 10 weeks of implementing the literacy intervention plan, as outlined in the student's PRP, progress was reviewed by the teacher(s) administrator, reading specialist, parent(s)/caregiver(s), and other relevant staff as evidenced by the signatures below:

Name: Title: Signature:

Date:

Name: Title: Signature:

Date:

Name: _____	Title: _____	Signature: _____
_____	Date: _____	
Name: _____	Title: _____	Signature: _____
_____	Date: _____	

### **1. What Happens When Screener Results Are Questioned?**

In direct communication with the student's parent/caregiver and based on re-screening, a diagnostic assessment, or some other evidence-based evaluation, the District may make a determination that an "At-Risk" result on a screening assessment was inaccurate or invalid and that the student is not in need of a PRP.

Such decisions will be addressed on a case-by-case basis and must include input from the District's reading specialist. The team will collect other data, including other reading and writing measurements and assessments, class work and expectations, and progress on reading and comprehension.

### **2. Who Is Responsible for the PRP?**

The studio/classroom teacher will be the primary individual responsible for the PRP, along with working within a collaborative team with support from the District's Reading Specialist. Ongoing communication is highly encouraged, as many of the foundational reading skills and oral reading fluency skills can be practiced at home. Studio teachers will have a summative report at the 10-week mark.

The studio teacher will take at minimum weekly data monitoring:

- The primary focus of the weekly monitoring will be on a specific skill area, goals, and benchmarks that were targets of recent interventions, services, and instruction.
- Each week's monitoring activities do not need to address all skill areas, goals, and benchmarks identified within the student's plan. Studio teachers may be monitoring for mastery of one foundational skill.

### **3. When Does the PRP Begin?**

On the student's PRP, there is a box with start dates. The District shall begin providing the interventions described in the plan as soon as practicable. Parents/caregivers must be informed of progress often, with a summative report at 10 weeks. To the extent permitted by applicable law and when not in conflict

with other possible obligations (e.g. under the IDEA for a student with a disability), the District retains discretion to modify the content of a student's PRP.

#### **4. What About Students with IEPs?**

If the student has an IEP, the special education teacher/case manager will be primarily responsible in collaboration with the studio teacher. If a child has more than one specialist provider on his or her IEP, consultation between specialists is recommended. This could include the speech and language pathologist, the English Language teacher, the occupational therapist or a physical therapist, to name a few. Other staff members may be involved in helping to create, implement, deliver, and support the Plan as needed.

#### **5. How Does a Student Exit a Reading Plan?**

The Personal Reading Plan (PRP) team will utilize multiple data sources to determine if a student can exit their Reading Plan, ensuring that the student has met their Reading Plan goals and the criteria for adequate progress as identified by [Wis. Stat. 118.016](#).

According to this statute, a 3rd grade student with a PRP is considered to have completed that Plan when 1) both parents/caregivers and the school agree that the student has met the Plan's goals and 2) the student has achieved a grade-level score or higher on the reading portion of the Wisconsin Forward Exam in grade 3 ([118.016\(5\)\(d\)](#)). This is the sole provision in Wis. Stat 118.016 regarding the completion of a Personal Reading Plan.

For students in 5K through 2nd grade, local education agencies (LEAs) are responsible for establishing their own processes for exiting PRPs. These processes should adhere to the definition of adequate progress set forth in the statute.

**Adequate Progress:** Students must demonstrate adequate progress through weekly monitoring measures and must score at or above the 25%tile on *aimsweb* assessments.

**For 5K:** Adequate Progress is demonstrated through proficiency in Nonsense Word Fluency and Phoneme Segmentation. Students scoring at or above the 25%tile on both subtests as part of progress monitoring as well as on the Composite Score at the next Universal Screening Window.

**For grades 1-2:** Proficiency is measured through Oral Reading Fluency. Students should achieve a score at or above the 25%tile on the ORF subtest.

**For grade 3:** Proficiency includes both ORF and grade-level expected performance on the state summative reading assessment through the Wisconsin Forward Exam.

**\*\*District Universal Screening Benchmarks:** LEAs must identify benchmarks for grade-level proficiency that students must meet to exit a PRP, which will be detailed in the individual reading plans.

6. The State's Standardized Third Grade Reading Test	
<b>Wisconsin Forward Exam</b>	<p>The <a href="#">Wisconsin Forward Exam</a> in the area of English Language Arts (ELA) is used as the reading test that Wisconsin school districts must administer annually to students enrolled in 3rd grade. See § <a href="#">121.02(1)(r)</a>. Some students with significant cognitive disabilities may participate in an alternative assessment.</p> <p>The Wisconsin Department of Public Instruction may designate one or more sub-scores within the ELA area of the Forward Exam for school districts to use for specific purposes.</p> <p>The Forward Exam is an online assessment. The District estimates that it will typically take a combined total of about 125 minutes for a student to complete the ELA sections of the Forward Exam.</p> <p>Per WI Statute 118.016(a), students in grades 4K-2 may opt out of state-required assessments. If the student is not in one of those grades, parents who wish to discuss the opt-out process for the Forward Exam should reach out to their school's principal.</p>
<b>Purpose / Content of the Forward Exam</b>	<p>The Forward Exam is a summative assessment that evaluates cumulative learning. The test is research-based. The ELA part of the Forward Exam includes sections that cover reading, language, and writing.</p>
<b>Timing of the Forward Exam</b>	<p>The Forward Exam is administered in the spring of each school year during the testing period established annually by the Wisconsin Department of Public Instruction.</p>
<b>Parent Notice of Assessment Results</b>	<p>The District will provide each student's parent/caregiver with the results of their child's performance on the Forward Exam once the results are available.</p>

<p><b>How the District Uses the Results of this Assessment</b></p>	<p>The District uses the results of the reading/literacy portion of the annual 3rd grade Forward Exam for a variety of purposes, including the following:</p> <ul style="list-style-type: none"> <li>● If a student has a personal reading plan in place as an “at-risk” student during third grade, the results of the assessment (or the applicable sub-score(s)) may be used to evaluate the student’s progress and to determine whether the student has successfully completed the reading plan.</li> <li>● Even if a student does <b>not</b> have a personal reading plan in place at the time that the District receives the Forward Exam results, the District will identify and provide appropriate interventions or remedial reading services if the District determines that <b>either</b> of the following applies: <ul style="list-style-type: none"> <li>– The student has failed to score above the state minimum performance standard on the applicable ELA/reading portion of the Forward Exam and it is determined that the student’s test performance accurately reflects the student’s reading ability.</li> <li>– The student has not met the minimum performance benchmarks that show that the student is meeting the grade-level reading objectives that are specified in the District’s reading curriculum plan. The results of the Forward Exam serve as one indicator that may be used to make this determination.</li> </ul> </li> </ul>
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## Early Literacy Interventions: Eligibility under State Law

<b>What are “Interventions”?</b>	<p>Providing an “intervention” typically means applying the explicit and systematic use of a technique, program, or practice that has been designed and shown to improve learning in specific areas of student need. To be effective, interventions must be accurately matched to the student’s needs, and the student’s response to the interventions (i.e., the student’s learning and progress toward goals) needs to be monitored, with adjustments being made as needed.</p> <p>Various state statutes and administrative regulations establish standards and requirements for learning “interventions” that are provided in the specific context of early literacy instruction. For example:</p> <ul style="list-style-type: none"><li>• § <a href="#">118.016(5)</a> (defining requirements for personal reading plans).</li><li>• • § <a href="#">118.016(1)(i)</a> (defining “intervention” as the term is used in connection with personal reading plans).</li><li>• • § <a href="#">121.02(1)(c)3</a> (specifying standards for interventions and remedial reading services that</li></ul>
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	<p>are provided to a 5K to third-grade student determined to be “at risk” based on a reading readiness assessment).</p> <ul style="list-style-type: none"> <li>• § <a href="#">PI 8.01(2)(c)3</a> (Register Feb. 2020) (addressing interventions and services that are provided to students in kindergarten through fourth grade under sections <a href="#">121.02(1)(c)1</a> and <a href="#">(1)(c)2</a> of the state statutes).</li> </ul>
<p><b>Eligibility as an “At-Risk” Student under Section <a href="#">121.02(1)(c)3</a> and Section <a href="#">118.016(5)</a></b></p>	<p>The District is required to provide reading-related interventions or remedial reading services to a student who is enrolled in <b>five-year-old kindergarten to fourth grade</b> if the student's performance on a universal screening or diagnostic assessment indicates that the student is “<b>at-risk</b>.”</p> <p>The interventions and any additional instructional services provided to such a student must:</p> <ul style="list-style-type: none"> <li>• Address all areas in which the student has been determined to be deficient in a manner that is consistent with the <b>state standards</b> in reading and language arts.</li> <li>• Include the components of “<b>science-based early reading instruction</b>,” as defined in section <a href="#">118.015(1c)(b)</a> of the state statutes.</li> <li>• Be described in writing in a <b>personal reading plan</b> that is developed for the student if the student is enrolled in 5-year-old kindergarten to <b>third grade</b>.</li> </ul>
<p><b>Eligibility under Section <a href="#">121.02(1)(c)1</a></b></p>	<p>The District is required to provide reading-related interventions or remedial reading services to a student who is enrolled in <b>5K to fourth grade</b> if the student is not sufficiently meeting the grade-level <b>reading objectives specified in the reading curriculum plan</b> maintained by the District.</p>
<p><b>Eligibility under Section <a href="#">121.02(1)(c)2</a></b></p>	<p>State law requires the District to provide reading-related interventions or remedial reading services <b>through fourth grade</b> if a student does not score above the state minimum performance standard on the <b>standardized</b></p>

	<p><b>state reading test administered in third grade</b> and if <b>either</b> of the following applies:</p> <ul style="list-style-type: none"> <li>• A teacher in the school district and the student's parent agree that the student's test performance accurately reflects the student's reading ability; <b>or</b></li> <li>• A teacher in the school district determines, based on other objective evidence of the student's reading comprehension, that the student's test performance accurately reflects the student's reading ability.</li> </ul>
<p><b>Eligibility under Sections <a href="#">118.33(5m)</a> and <a href="#">118.33(6)(a)3</a> (generally outside the scope of this Plan)</b></p>	<p>Once the District policy required by section <a href="#">118.33(6)(a)3</a> takes effect, and subject to limited statutory exceptions that the District may elect to apply if doing so would not violate any other law, state law will require the District to define and provide "intensive instructional services, progress monitoring, and supports" in reading to a student if <b>all</b> of the following apply:</p> <ul style="list-style-type: none"> <li>• The student had a personal reading plan in place during <b>third grade</b>;</li> <li>• The student did not complete the personal reading plan; <b>and</b></li> <li>• The District <b>promotes the student to fourth grade despite having not completed the personal reading plan.</b></li> </ul> <p>The services offered to such a student must include an intensive summer reading program, unless an exception specified in state law applies to the student and applying the exception would not violate any other law. A summer reading program must be provided <b>each summer</b> until the student scores at grade-level in reading on a summative assessment. In other words, the obligations created by section <a href="#">118.33(5m)</a> and under the District policy required by section <a href="#">118.33(6)(a)3</a> are <b>not</b> limited exclusively to the time that an eligible student is enrolled in fourth grade.</p> <p>At this time, the student promotion policy required under section <a href="#">118.33(6)(a)3</a>, the District's specific approach to the intensive instructional services, progress monitoring, and supports required under section <a href="#">118.33(5m)(a)</a>, and the District's approach to serving students who are subject</p>



	to any of the exceptions specified in section <a href="#">118.33(5m)(b)</a> are <b>outside the scope of this Plan</b> .
<b>Eligibility for Interventions under Multiple Criteria</b>	<p>If a student is determined to be eligible for reading interventions under more than one of the criteria listed above in this section and if the student has a Personal Reading Plan (as defined in state law) in place, then the student's interventions or services under any of the other criteria will be coordinated through the student's PRP. This paragraph is most likely to apply to a student who is both "at-risk" and also not sufficiently meeting the grade-level reading objectives specified in the District's reading curriculum plan.</p>
<b>Coordination with Other Laws and other District Programs</b>	<p>In practice, the District's educators will need to coordinate and harmonize the implementation of the reading intervention mandates listed above in this section with several other existing laws and the related District programs and services, including at least all the following:</p> <ul style="list-style-type: none"> <li>• The federal Individuals with Disabilities Education Act (IDEA) and subchapter V of chapter 115 of the state statutes</li> <li>• Section 504 of the Rehabilitation Act</li> <li>• Laws that require services for students who are English Learners</li> <li>• Certain programs and services that the District may provide under Title I of the federal Elementary and Secondary Education Act</li> </ul> <p>The necessary coordination and harmonization will need to occur at a programmatic level and, when applicable, at an individual student level. Not all of those coordination issues will have clear answers. District educators who have questions about or who encounter novel situations related to such coordination issues are expected to escalate the issue to an appropriate administrator for further input and guidance.</p> <p>Under the direction of the District's Director of Education and Operations, the Head of School, and other appropriate administrators may separately maintain and</p>

	<p>provide staff with access to a supplemental resource relating to this Plan that addresses available guidance on relevant “coordination of laws” issues. Updates and changes to any such supplemental resource would not be considered amendments to this Plan.</p>
<p><b>General Examples of Literacy-Related Interventions and Methods for Providing Interventions</b></p>	<p>Depending on the student's needs, interventions may be embedded in regular classroom instruction, delivered in a small group setting, delivered in a 1:1 setting, and/or provided using some other appropriate method. The following examples are some examples of the types of reading intervention and learning supports that the District commonly uses in connection with early literacy instruction and some of the methods that may be used to provide those interventions and supports.</p> <ul style="list-style-type: none"> <li>● The interventions and any additional instructional services: <ul style="list-style-type: none"> <li>○ Address all areas in which the student has been determined to be deficient in a manner that is consistent with the <b>state standards</b> in reading and language arts.</li> <li>○ Include the components of “<b>science-based early reading instruction</b>,” as defined in section <a href="#">118.015(1c)(b)</a> of the state statutes.</li> </ul> </li> <li>● Delivering instruction through multimodal strategies, such as audible, verbal, visual, and tactile methods (i.e., tracing, writing, using manipulatives, etc.).</li> <li>● Using targeted repetition and reinforcement of explicit instruction through re-teaching, teaching using alternative strategies, and/or using alternative materials.</li> <li>● Identifying critical points during instruction for providing the student with prompts, coaching, learning checks, and specific feedback.</li> <li>● Making ongoing adjustments to a student's placement in instructional groups (whole group, small group, and/or individual) for different learning objectives and skill practice.</li> <li>● Modifying a student's school schedule to extend the amount of weekly instructional time that is used for reading/literacy development.</li> </ul>

	<ul style="list-style-type: none"> <li>• Using appropriately vetted technology-based resources.</li> <li>• Implementing school-and-home learning reinforcement activities that are structured, coordinated, and monitored by a licensed educator.</li> <li>• Science based early reading interventions include systematic, sequential, explicit, and cumulative instruction that follow a logical plan that links new learning to known skills based on diagnostic and formative assessments. The intervention is provided in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement. Interventions also incorporate the simultaneous use of two or more sensory pathways during instruction and practice. The intervention menu is listed below: <ul style="list-style-type: none"> <li>o Assisted Writing</li> <li>o Guided Reading Plus</li> <li>o Writing Aloud</li> <li>o Comprehension Focus Groups</li> <li>o Early Literacy Support through UFLI, Tara West or Wiley Blevins instructional support and lesson plans</li> <li>o Individualized Lessons with a Language or Phonics Focus</li> <li>o Wilson Reading Systems and Foundations</li> </ul> </li> </ul>
<b>Interventions Used to Address Characteristics of Dyslexia</b>	<p>State law requires this <i>Early Literacy Remediation Plan</i> to include a description of the interventions that the District uses to address characteristics of dyslexia. In doing so, it is important to understand that dyslexia is generally recognized as a neurobiological condition that exists on a continuum. At a very general level, the condition is often characterized by difficulties, at varying degrees of severity, with accurate and fluent word recognition, spelling, and decoding. Those difficulties can detract from the child's reading experience, impede comprehension, and affect the growth of key literacy-related skills. Some children without dyslexia</p>

demonstrate some of the characteristics that are associated with dyslexia.

Due to the broad range of severity of "characteristics of dyslexia" and due to the many different underlying causes or reasons that students may exhibit those characteristics in connection with reading and other literacy-related skills, there is no single, standardized program or schedule of interventions that can be applied to appropriately address the needs of all students with dyslexia, with related conditions, or who have demonstrated characteristics of dyslexia. Interventions for such students should reflect individual needs.

As is also true for many other students who need learning support when they are having difficulty developing grade-level literacy skills, early literacy learning supports or interventions identified for a student with dyslexia or with characteristics of dyslexia should:

- Be based on the components of "science-based early reading instruction," as defined in state law, including both addressing any proficiency gaps in foundational skills (e.g., phonemic awareness and phonics) and incorporating instruction in other critical reading skills (e.g., fluency, vocabulary, and comprehension).
- Be comprehensive in relation to the student's needs so that the learning leads to reading comprehension and engagement.
- Be explicit so that the student understands what needs to be learned and why.
- Build upon the student's strengths as a bridge to addressing needs.
- Provide guided and monitored practice.
- Be coordinated with whole-group/universal instruction. Subject to individual needs, this includes coordination with the pace, sequencing, and goals of universal instruction, as well as using consistent instructional language between universal instruction and intervention(s).

- Be assessed frequently to monitor learning, to guide ongoing instruction, and to determine when interventions should be modified or when an intervention can be discontinued.

The following are some examples of how the District approaches learning supports and interventions for students with dyslexia and for other students who demonstrate characteristics of dyslexia:

- Students with dyslexia and related conditions often need additional and specifically-targeted instruction and practice with some or all of the following: phonological awareness, phonemic awareness, alphabetic principle, phonics, morphology, and fluency.
- For students with dyslexia and related conditions, word-level difficulties often negatively affect reading comprehension. When this is noticed, instruction and interventions should emphasize letter-sound correspondences.
- Students with dyslexia and related conditions may need more frequent monitoring and feedback during opportunities for practice and application.
- Licensed educators can provide specific guidance to help a student select appropriate texts and can structure opportunities to monitor the student's word recognition, word solving, comprehension, and engagement during independent reading time.
- If the student has an IEP, the special education and any other services or instructional modifications that may be specified in the IEP may sometimes relate to reading and literacy and may be in the nature of interventions.
- Students with dyslexia, with conditions related to dyslexia, or who demonstrate characteristics of dyslexia can often benefit from some of the same types of interventions and learning supports, using some of the same methods of implementation, as are provided to other students who are struggling with

	reading and with the development of other literacy skills. (See above within this section of this Plan for some examples.)
<b>The Wisconsin Informational Guidebook on Dyslexia</b>	See generally <a href="#"><u>Wisconsin's Informational Guidebook on Dyslexia and Related Conditions</u></a> , Wisconsin Department of Public Instruction (July 2021).

## Summer Reading Support – TBA

The District will provide summer reading support beginning the summer of 2026 as follows:

Students on a Personal Reading Plan or identified as needing additional reading support over the summer will receive communication about Summer support options at the Spring Parent-Teacher Conferences in March/April.

Summer Support Options to our 5K-5th grade students include:

- 4-Week Reading Support Classes during NLPA's summer school program (dates).
- Identify and invite students in April; permission slip signed by parents and on file.
- At-home reading resources are provided to families such as copies of decodable books, library or other reading competitions, and other activities aligned with a child's literacy goals.
  - to be completed in the summer
  - and turned into the Reading Specialist the first day of school in the fall.
  - These activities will be documented as part of the Personal Reading Plan.

## **Monitoring Activities for Students Receiving Reading Interventions**

<b>Purpose of Monitoring</b>	As students receive literacy-related interventions or remedial reading services, it is critical to monitor all students learning to (1) assess the students' progress, (2) confirm and better understand the students' learning needs, and (3) evaluate the effectiveness of the interventions.
<b>Examples of Monitoring Methods and Tools</b>	Monitoring activities during the implementation of reading interventions for a student may include activities such as: <ol style="list-style-type: none"><li>1. A review of relevant schoolwork completed by the student.</li><li>2. Observations of the student's demonstration of knowledge and skills that are relevant to the student's area(s) of deficiency and to</li></ol>

	<p>the goals and benchmarks that may be defined for the interventions.</p> <ol style="list-style-type: none"> <li>3. Diagnostic and formative assessments of specific knowledge and skills.</li> <li>4. Structured observations/assessments of specific knowledge and skills as outlined in the Montessori curriculum.</li> <li>5. <i>aimswebPlus</i> Progress Monitoring: <ol style="list-style-type: none"> <li>a. 5K: assessment in nonsense word fluency and phoneme segmentation fluency</li> <li>b. 1st-3rd Grade: assessment in oral reading fluency</li> </ol> </li> </ol> <p>Examples of specific tools that the District may use to monitor and evaluate a student's progress during interventions, when appropriate for the individual student, include the following:</p> <ol style="list-style-type: none"> <li>1. Any of the District's approved diagnostic assessment(s), as identified in this Plan (above), or any relevant portion(s) of a diagnostic assessment (above, p. ).</li> <li>2. Other tools that may be identified on an individualized basis for monitoring the student's progress (e.g., within a personal reading plan or some other student-specific schedule of interventions).</li> <li>3. Student work samples or performance on classroom-based assessments, including formative tasks.</li> <li>4. Anecdotal and observational data procured during the school day.</li> </ol>
<p><b>Frequency of Monitoring under a Personal Reading Plan for an "At-Risk" Student</b></p>	<p>When any "at-risk" student is receiving reading interventions defined in a personal reading plan, monitoring activities shall occur on <b>at least a weekly basis</b>, as further described in the student's plan.</p> <ul style="list-style-type: none"> <li>• The primary focus of the weekly monitoring will be on specific skill areas, goals, and benchmarks that were targets of recent interventions, services, and instruction.</li> <li>• Each week's monitoring activities do not need to address all skill areas, goals, and benchmarks identified within the student's plan.</li> </ul> <p>Weekly monitoring activities shall be structured to permit timely determinations of whether the student is <b>demonstrating an adequate rate of progress toward reaching grade-level literacy skills</b>, including for purposes of the initial 10-week progress report and any follow-up reports of the student's overall progress. Under state law, decisions</p>



	<p>whether the student is demonstrating an adequate rate of progress under a personal reading plan (and, therefore, at least some of the planned monitoring activities) must include an assessment of the following:</p> <ul style="list-style-type: none"> <li>• For a student enrolled in <b>5K</b>, an assessment of the student's "nonword" or "nonsense word" fluency and the student's phoneme segmentation fluency.</li> <li>• For a student enrolled in <b>first grade, second grade, or third grade</b>, an assessment of the student's oral reading fluency.</li> </ul> <p>Once a student has a Personal Reading Plan, every subsequent administration of the screener is an opportunity to engage in updated diagnostic assessment and related revision of the PRP. Communication with families or caregivers is ongoing and must happen at least every 10 weeks. An updated parent/caregiver signature should be collected each time the PRP is updated.</p>
<p><b>Frequency of Monitoring for a Student in Kindergarten through Fourth Grade When Early Literacy Interventions Are <u>Not</u> Provided under a Personal Reading Plan</b></p>	<p>This subsection applies to any student in kindergarten through fourth grade who is determined to qualify for reading interventions or remedial reading services under section <a href="#">120.02(1)(c)1</a> (due to not sufficiently meeting curricular goals) or section <a href="#">121.02(1)(c)2</a> (due to performance on the state's standardized third grade reading exam), but who does <b>not</b> also have a personal reading plan as an "at-risk" student and who did <b>not</b> have a noncompleted personal reading plan in place as an "at-risk" student at the end of third grade.</p> <p>For such a student, District staff will engage in monitoring activities that are targeted to assess the student's progress in overcoming the student's identified skill deficiencies and learning gaps, "<b>At least</b> three times, at reasonable intervals, during each full trimesterly grading/assessment period". The following also apply:</p> <ul style="list-style-type: none"> <li>• The specific frequency of monitoring activities should account for (1) the learning needs being addressed by the interventions and (2) the specific tools/procedures that are being used (i.e., to use the tool/procedures with fidelity and to preserve the validity of the data).</li> <li>• The schedule of monitoring activities may be reasonably adjusted to account for the date that any interventions or services were first initiated and for other elements of the school calendar.</li> </ul>

## Parent/Caregiver Notifications & Family Engagement

<b>Legal Requirement</b>	<p>State law requires this <i>Early Literacy Remediation Plan</i> to include a “parent/caregiver notification policy.” See <a href="#">118.016(6)(e)</a>. This section (including all the subsections in this section) serves as that mandatory policy. For emphasis and clarity, some of the parent notifications addressed in this section are also mentioned in other parts of this plan.</p>
<b>Meaning of the Term “Parent/Caregiver” within this plan</b>	<p>Unless expressly defined differently, when the term “parent” appears in this section and in other sections of this Plan, the term means a person to whom <b>both</b> of the following apply:</p> <ol style="list-style-type: none"> <li>1. The person falls under the definition of “parent/caregiver” that is set forth in section <a href="#">115.76(12)(a)</a> of the state statutes; <b>and</b></li> <li>2. When a plan provision involves the District’s disclosure of personally identifiable information from the student’s education records, the person is authorized to receive or review the information in question under the federal Family and Educational Rights and Privacy Act (FERPA) and its implementing regulations. For example, the person may satisfy FERPA’s definition of parent/caregiver, or the District may have received written consent for the disclosure to that person.</li> </ol> <p>In general this will include but not necessarily be limited to a biological parent/caregiver, an adoptive parent/caregiver, a legal guardian, certain foster parents/caregivers, or a person who is lawfully “acting as a parent/caregiver of a child” (e.g., a person acting as a parent/caregiver for school purposes in the absence of or unavailability of a</p>

	<p>biological/adoptive parent/caregiver or legal guardian, such as under a documented delegation of parental authority.)</p> <p>It does <b>not include</b>, for example, a person whose parental/caregiver rights have been terminated or a person who has lost the right to access or receive the student pupil's records due to the outcome of court proceedings.</p>
<b>Family &amp; Community Engagement Strategies</b>	<p>Families and our communities are active partners as key collaborators in achieving the goal of literacy success for every learner. Effective family engagement is an intentional and systematic partnership of educators, families and community members who share the responsibility for a student's preparation for school, work, life (Weiss, Lopez, Rosenberg, 2010).</p> <p>An authentic partnership includes two-way relationships, relationship-building systems embedded in the school culture, and shared responsibility for student learning. When schools have family engagements and partnerships there is improved student attendance, decreased behavioral issues, more positive school climate and culture, improved grades, increased enrollment in post-secondary options, etc. Some examples of family and community engagement include the family/parent engagement nights, family newsletters, PTO involvement, community service projects, and other school events.</p> <p>Weiss, H. B., Lopez, M. E., &amp; Rosenberg, H. (2010). <i>Beyond random acts: Family, school, and community engagement as an integral part of school reform</i>. Washington, DC: U.S. Department of Education. Retrieved from <a href="http://www.hfrp.org/content/download/3809/104680/file/PolicyForumPaper-120710FINAL.pdf">www.hfrp.org/content/download/3809/104680/file/PolicyForumPaper-120710FINAL.pdf</a>.</p>
<b>Electronic Format Generally Permissible</b>	<p>The notifications and communications required to be provided to a parent/caregiver "in writing" under this plan may be provided to the parent/caregiver in an electronic format <b>unless</b> any of the following applies:</p> <ol style="list-style-type: none"> <li>1. Any statute, regulation, or authoritative interpretation of the applicable law prohibits the use of an</li> </ol>

	<p>electronic format for the specific notice;</p> <ol style="list-style-type: none"> <li>2. Providing the notice or information in an electronic format would be insufficient to meet the District's obligations to effectively communicate with a parent who has a disability; or</li> <li>3. An administrator with oversight responsibility for a particular communication directs District staff to provide the specific communication in other than electronic format.</li> </ol> <p>District staff may also elect to provide certain notices to a parent/caregiver in more than one format (e.g., both a paper copy and an electronic copy).</p>
<b>Language Assistance Related to Parent/Caregiver Notifications</b>	<p>"Limited English Proficient" (LEP) individuals are individuals whose primary language is other than English and who have limited proficiency with speaking, reading, writing, or audibly understanding English. If a parent has limited English proficiency, the District will provide notification of the results of any reading readiness assessment (i.e., screening or diagnostic assessment) in a language that the student's parent is able to understand. Further, to the fullest extent practicable and consistent with legal requirement(s), other parent communications required under this plan shall likewise be provided to an LEP parent with appropriate translation or with other appropriate language assistance.</p> <p>If a family has questions or specific needs related to language assistance, the family (or the family's representative or advocate) can contact Michael Bennett, Director of Education and Operations, (920) 455-0292.</p>
<b>Notifications Relating to Reading Readiness Assessments</b>	
<b>Specific Notifications Relating to Assessments</b>	<p><b>Notice of the Results of Reading Readiness Assessments</b></p> <ul style="list-style-type: none"> <li>• Reading readiness assessments include <ul style="list-style-type: none"> <li>○ 4K: the fundamental universal skills screening assessment (<i>aimswebPlus</i>),</li> <li>○ 5K - 3rd grade: the universal screening assessment (<i>aimswebPlus</i>), and</li> </ul> </li> </ul>

- 5K - 3rd grade: any diagnostic assessments.
- The District will provide the results of each reading readiness assessment in writing to each student's parent no later than 15 calendar days after the student's assessment is scored.
- The notification of results will include at least all of the information required under state law (See [118.016\(4\)](#)).

#### **Notice of Special Education Referral Information**

- If a diagnostic assessment indicates that a student is "At-Risk," then information about how to make a special education referral under section [115.777](#) of the state statutes must be included with the results of the diagnostic assessment.
  - Note, in general, studio teachers and specialists would hold a data review meeting and a meeting with parent(s)/ caregiver(s) to discuss implementing a 40-session Tier 2 intervention first. This offers a student direct, explicit instruction in a specific skill area. A student may repeat a Tier 2 intervention if progress is adequate or if they are an ELL. A student may be referred for an 80-session Tier 3 intervention which is a daily, 30 minute intensive service. After this is completed, a meeting would be held to discuss progress and if further diagnostic evaluation is needed to determine eligibility for special education services.

#### **Parent Notification of Information About Dyslexia**

- The District will provide a notice of information about [dyslexia](#) (Wisconsin's Informational Guidebook on Dyslexia and Related Conditions, written by DPI) in writing to the parent of each student that the District is required to assess for early literacy development using a diagnostic assessment.
- When required, the information about dyslexia may be provided any time after it is known that the parent's child will be taking a diagnostic assessment, but it shall be provided (no later than the date on which the District provides the parent with notice of the results of the diagnostic assessment). The

	notification will cover at least all information specified in state law.
<b>Notifications Relating to Student Personal Reading Plans</b>	
<b>Specific Notifications Relating to Student Personal Reading Plans</b>	<p><b>Parent Copy of a Personal Reading Plan; Parent Signature</b></p> <ul style="list-style-type: none"> <li>• <i>Upon initial creation</i>, New Leaf Prep Academy will promptly provide a copy of a Personal Reading Plan (PRP) that has been developed after diagnostic assessments were given to the student and specific goals were created.</li> <li>• <i>Upon changes to the PRP</i>, NLPA studio teachers will promptly notify the student's parent(s)/caregiver(s) of any substantive modifications to a PRP by providing a copy of the changes or an entire PRP.</li> <li>• <i>Timing</i>: NLPA expects that a copy of the PRP (or an amended plan) will normally be provided to a parent/caregiver within 20 school days after District staff have finalized the plan (or a substantive amendment to the plan).</li> <li>• <i>Parent/Caregiver Signatures</i>: State law encourages parent(s)/caregiver(s) to sign the PRP as acknowledgement of receipt. A PRP must be implemented regardless of signature, per state law.</li> </ul> <p><b>Parent Notification of Pupil Progress Under a PRP</b></p> <ul style="list-style-type: none"> <li>• <i>Initial 10-week Progress Report</i>: After studio teachers have been providing the interventions described in the PRP, staff will prepare a written Progress Summary report and provide data on the goals set forth in the plan.</li> <li>• <i>Subsequent 10-weeks</i>: Subject to determination that the student has completed the plan, the initial 10-week Progress Report and each subsequent report shall specify a date by which the school will provide the next overall Progress Report.</li> <li>• The date of the next Progress Report shall normally be no later than the date that is promptly after the interventions have been provided for another 10 school weeks, but it may be earlier due to breaks, parent-teacher conferences, or the end of school.</li> </ul>

**The Progress Reports should describe overall progress and must contain:**

- A summative determination as to whether the student is making adequate progress or an inadequate rate of progress with their literacy skills under the PRP.

**NOTE:** State law defines the term “inadequate rate of

progress” and establishes criteria for measuring

progress. See §§ [118.016\(1\)\(g\)](#) and [118.016\(5\)\(c\).](#)

- A brief summary of the information that supports the determination of the student's overall progress.
- A statement of specific changes or recommendations that the school is making (if any) with respect to interventions, monitoring, etc.
- Subject to a determination that the student has completed the PRP, a date by which the school will provide the next overall progress report.

**Parent Notification of Completion of a PRP**

The District will promptly notify the student's parent(s) if the District determines that a student has successfully completed a Personal Reading Plan and that the student will “exit” the plan and its interventions.

**Parent Notification of Noncompletion of a PRP**

NLPA will promptly notify the student's parent(s)/caregiver(s) if the District determines that a student has successfully completed the PRP and has met DPI's criteria to exit the plan.

**Parent Notification of Noncompletion of a PRP as of the End of Third Grade**

- If, at the end of 3rd grade, an “at-risk” student has not successfully completed a PRP that was in place for the student during that 3rd grade year, District staff shall make a determination of the student's status for the subsequent school year applicable under District policies and promptly inform the student's parent(s)/caregiver(s) of the following:
  - The noncompletion of the student's 3rd grade

	<p>PRP;</p> <ul style="list-style-type: none"> <li>○ The District's intended approach for reading instruction and support for the student in the subsequent school year;</li> <li>○ If applicable, intensive summer services.</li> <li>○ If the student is being promoted to fourth grade, any additional information that the District is required to provide under section <a href="#">118.33(5m)</a> of the state statutes and/or under the District's related <b>third-to-fourth-grade promotion policy</b>, once that policy has been adopted and takes effect.</li> </ul>
<p><b>Notifications Relating to Reading Interventions in 5K through 4th Grade that are Not Implemented Through a Student Personal Reading Plan</b></p>	
<p><b>Cycle of Parent Communications for Interventions that are Not Implemented Through a PRP</b></p>	<p>If the District determines that a student enrolled in Kindergarten through 4th grade is eligible for interventions or remedial reading services under section <a href="#">121.02(1)(c)</a> of the state statutes based on either (1) the student's failure to meet grade-level reading objectives, or (2) the student scoring below the state minimum performance standard on the designated portion of the 3rd grade Forward Exam, but the interventions/services and parent notifications are not coordinated through a Personal Reading Plan, then District staff shall ensure that the student's parent(s)/caregiver(s) is reasonably notified of:</p> <ul style="list-style-type: none"> <li>● The initiation of reading interventions or remedial reading services for the student, including identifying the intervention/services and the reason(s) for those interventions or services.</li> <li>● The student's learning progress during the period of interventions or services, at reasonable intervals.</li> <li>● Substantive changes to the planned approach for interventions or services.</li> <li>● A District decision to "exit" the student from, or otherwise end, the reading interventions or remedial services that have been provided under section <a href="#">121.02(1)(c)</a> (e.g., based on the student's progress or loss of eligibility).</li> </ul>



**Using Student Assessment and Intervention Data to Evaluate Early  
Literacy Instruction in the District**

**Administrative  
Responsibility for  
Data Management  
and Reporting**

The District Reading Specialist shall have primary administrative responsibility for the creation, dissemination, and monitoring of administrative procedures and protocols that District staff will use to create and manage monitoring data-tracking procedures and manage the implementation of student Personal Reading Plans as related to this *Early Literacy Remediation Plan*. Changes to such supplemental procedures and protocols would not be considered amendments to the *Plan*.

Those procedures and protocols will address issues such as:

- The format/template the District will use for Personal Reading Plans;
- Authority and procedures for modifying a student's Personal Reading Plan;
- District expectations for documentation of intervention delivery;
- District expectations for documentation of progress monitoring activities;
  - in lesson planning for small group
  - baseline with goal
  - notes
  - attendance
- The format and standards for relevant parent notifications;
- The content and format of 10-week progress notes (including the initial 10-week notification of progress and subsequent follow-up reports of overall progress, which shall be consistent with the content requirements established in the "Parents Notification" section of this *Plan*;
- Standards and procedures for determining plan completion and "exiting" a student from interventions, which shall be consistent with applicable statutory standards for these procedures.

The Director of Education and Operations shall have primary administrative responsibility for ensuring that the District annually reports assessment and intervention data to the Department of Public Instruction, as required by section [118.016\(7\)](#).

	<p>Changes to such supplemental procedures and protocols would not be considered amendments to this Plan. Additionally, the District Reading Specialist and other administrators will have the authority under such procedures and protocols to address issues such as:</p> <ul style="list-style-type: none"> <li>• The format/template the District will use for Personal Reading Plans.</li> <li>• Authority and procedures for modifying a student's Personal Reading Plan.</li> <li>• District expectations for documentation of intervention delivery.</li> <li>• District expectations for documentation of progress monitoring activities.</li> <li>• The format and standards for relevant parent notifications.</li> <li>• The content and format of 10-week progress reports (including the initial 10-week notification of progress and subsequent follow-up reports of overall progress), which shall be consistent with the content requirements established in the "Parental Notifications" section of the Plan.</li> <li>• Standards and procedures for determining plan completion and "exiting" a student from interventions, which shall be consistent with applicable statutory standards for these processes.</li> </ul>
<p><b>Uses of the Data Directed Primarily by the Administrative Leadership Team and School Board</b></p>	<p>Under the direction of the Director of Education and Operations, the Head of School, and the School Board, assessment and intervention data related to this Plan will be used to help evaluate:</p> <ol style="list-style-type: none"> <li>1. The District's <b>program of reading goals</b>, including to help determine the progress that the District is making for existing goals and to inform possible revisions to the District's reading goals. See § <a href="#">118.015(4)(a)</a>.</li> </ol>

	<p>2. The District's adopted <b>academic standards</b> in reading, writing, and English language arts. See §§ <a href="#">118.30(1g)(a)1</a> and <a href="#">120.12(13)</a>.</p> <p>3. The District's <b>budgetary needs</b> related to reading instruction, such as staffing, resources for professional development, and purchases of curricula, classroom instructional materials, and library materials. See § <a href="#">118.015(4)(b)</a>.</p>
<p><b>Use of Data by Studio Teachers &amp; Reading Specialist and/or Reading Interventionists and Special Education Staff</b></p>	<p><b>To Understand Data</b></p> <ul style="list-style-type: none"> <li>• All information is data. Multiple data sources are used to inform instruction.</li> <li>• Data reflects performance of professional practices and student outcomes.</li> <li>• Data is a multidimensional tool. Data is used to spotlight gaps, celebrate successes, drive change, and realign resources; data allows educators to synthesize student information and provide focus points for educators to effectively inform instruction.</li> </ul> <p><b>To Work with Others to Use Data</b></p> <ul style="list-style-type: none"> <li>• Provide transparency and collaboration with teams to use data in an intentional and non-threatening manner, always with the goals of taking accountability and advancing student success.</li> <li>• Establish effective, collaborative relationships with students, families, and colleagues that allow conversations about successes and weaknesses revealed by data.</li> <li>• Communicate data findings with teams to promote reflective practice, promote understanding of skill sets and instruction, and hold the team accountable for instructional practices and student growth.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use data to set goals with students, build confidence with students, and establish clear partnerships based on a growth mindset for students and their teachers.</li> <li>• Have data discussions with students on a consistent basis that is positive, meaningful, and informative.</li> </ul> <p><b>To Embed Data-Drive Decision-Making into Continuous Improvement Processes</b></p> <ul style="list-style-type: none"> <li>• Use evidence to inform practice, adjust instruction, and make decisions to advance student learning, whether through classroom decisions or policy decisions.</li> <li>• Use data to establish, adjust, and evaluate strategic goals.</li> <li>• Use the most appropriate data to ensure validity and reliability.</li> <li>• Embed the data inquiry process into an ongoing cycle of continuous improvement.</li> </ul> <p><b>To Safeguard Data</b></p> <ul style="list-style-type: none"> <li>• Safeguard data and build trust in how it is used to support student learning.</li> <li>• Follow district, state, and federal data privacy and security policies for handling data in a legal, responsible, and ethical way.</li> </ul>
<b>Use in the Annual Curriculum Review Process</b>	Under the direction of the Director of Education and Operations, the Head of School, and the licensed reading specialist(s) charged with conducting an <b>annual evaluation of the District's reading curriculum</b> under section <a href="#"><u>118.015(3)(d)</u></a> shall consider assessment and intervention data related to this Plan as part of that evaluation process for at least 5K through 4th grade.
<b>Other Uses of the Data that will be Coordinated</b>	Under the direction of the Director of Education and Operations, the Head of School, and with the involvement of the District's licensed reading specialist(s) where appropriate,

<p><b>Primarily at an Administrative Level</b></p>	<p>the District will use assessment and intervention data related to this Plan for the following:</p> <ol style="list-style-type: none"> <li>1. As a component of the District's periodic review of its sequential curriculum plan for reading and language arts, including evaluating the relevant instructional materials. This district-level curriculum review team will meet annually in June to analyze data and determine whether there will be a curriculum decision analysis process during the following school year.</li> <li>2. To help evaluate and improve the District's core set of instructional methods for teaching reading and early literacy skills, and to help evaluate the sound and consistent implementation of those core methods.</li> <li>3. To evaluate the structure, quality, and implementation of the District's early literacy intervention systems and procedures, including any optional programs that can serve a remedial function. Intensive literacy support is offered 5K-8.</li> <li>4. To inform the evaluation of any specialized programs or services within the District that connect to and affect literacy instruction such as Wilson, UFLI, or Wiley Blevins or Tara West lesson ideas using disaggregated data if reasonably available and appropriate.</li> <li>5. To identify reading achievement gaps that may be affecting specific student subgroups, and to assist in identifying recommendations or action steps that may assist in addressing those achievement gaps.</li> <li>6. To identify and help remedy statistically significant differences in early literacy outcomes among different schools, programs or instructional settings within the District.</li> <li>7. To inform recommendations and planning for educator training and professional development, which may include workshops or other training or coaching that will help classroom educators to analyze and directly use the District, school, or classroom assessment and intervention data to improve their professional practices. Training in the comprehensive literacy model and comprehensive</li> </ol>
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	<p>intervention model provides our district with systematic approaches to complete this. The district-level shall utilize training and data to determine professional development needs.</p> <p>8. To inform recommendations and planning for staffing allocations and to inform other aspects of staff management planning.</p> <p>9. To inform the future annual review and evaluation of this <i>Early Literacy Remediation Plan</i>.</p> <p>10. NLPA staff and administrators will analyze the data and evidence gathered through intervention during in-service opportunities and throughout the year during Professional Learning Community times (PLCs).</p>
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### **3rd to 4th grade Promotion Policy**

From DPI: "Districts, independent charter schools, and private schools participating in the Private School Choice Programs (PSCP) must consider a student's reading ability when promoting students from 3rd to 4th grade (Wis. Stats. §§ [118.33\(6\)\(a\)3.](#), [\(b\)2m](#), [\(c\)3.](#), [\(cr\)3.](#)). If a student is not yet meeting reading expectations at the end of 3rd grade and the student is promoted to 4th grade, the district, independent charter school, or private school has the responsibility to continue supporting the student – beyond 3rd grade – to develop proficiency in reading.

"Proficiency in reading by the end of 3rd grade is predictive of later success in school (including in postsecondary settings), the ability to earn a living, and development of social skills. This is particularly true for students experiencing poverty\*.

Research is also conclusive about the risks of retention, including not completing high school, lower paying jobs, emotional distress, future criminal behavior, and a lower rate of academic progress as compared to other students\*\*. Therefore, **DPI encourages teams which include parents or caregivers to make student-by-student decisions about 3rd grade to 4th grade promotion that emphasize continued reading support for the student rather than 3rd grade retention.** "

#### **1. Promotion Policy**

New Leaf Prep Academy adopts this 3rd grade to 4th grade Promotion Policy as of June 24th, 2025, to take effect no later than September 1, 2027.

For any student who has not exited their personal reading plan by the end



of the student's 3rd grade year, the district/school will engage in a process to determine whether to promote that student to the 4th grade. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will be described in the school handbook. Additional details about the determination process are found in Section 2 of this policy. Good cause exceptions and post promotion mandates are found in Section 3 of this policy.

## **2. Process for Making Promotion Determinations**

A team of individuals will engage in the determination process, which shall include but is not limited to the student's parent(s) as defined by Wis. Stat. [§.115.76\(12\)](#) and school/district representatives who have knowledge of the reading instruction and interventions provided to the student, as well as how the student responded to both instruction and interventions. School representatives may include, but are not limited to: the teacher of record, the district/school reading specialist, a staff member who has provided additional reading support and conducted progress monitoring, and a student services professional with knowledge of the social and emotional implications of grade retention;

Representatives from the school/district will consider all available data demonstrating the student's response to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals. This data may include, but is not limited to, the most recent and previous universal reading screener data, diagnostic reading assessment data, progress monitoring data, classroom data, and observations and data related to the student's social, emotional, and behavioral functioning;

Representatives from the school/district will determine whether the student is eligible for a good cause exception and communicate that to the parent or guardian;

If the student has an individualized education program (IEP) in an area of reading or is an English learner with a language acquisition plan, the school/district representatives will review the student's progress towards those goals and communicate that to the parent or guardian;

Representatives from the school/district will communicate long-term risks of retention to the student's parent or guardian. Such risks may include, but are not limited to, the following:

- Students who are retained are more likely to have adverse outcomes, including dropping out of school and obtaining lower paying jobs in the future (Cockx, B., Picchio, M., & Baert, S. 2018; Hughes, J.N., West, S.G., Kim, H., & Bauer, S.S. 2018);
- Students who are retained are more likely to experience emotional distress (Buckmaster et. al. 2024; Carlton & Winsler 1999; Demanet & Van Houtte 2016; Goos et al. 2013b; Carlton, M. P., & Winsler, A. 1999; Jimerson & Ferguson 2007; Lavrijsen & Nicaise 2017; Martin 2009; Martin 2011);
- Students who are retained are more likely to have lower socioeconomic status and more likely to be eligible for government assistance (Goos, M., Pipa, J., & Peixoto, F. 2021);
- Students who are retained are at higher risk for future criminal behavior (Eren, O., Lovenheim, M., & Mocan, H. 2022); and
- Students who are retained do not achieve increased academic achievement and make less progress compared to other students (Silbergliitt, B., Appleton, J., & Burns, M., & Jimerson, S. 2006);

Representatives from the school/district will consider alternatives to retention available to the student in the district/school and communicate these alternatives to the student's parent or guardian;

The district/school will not deny any student advancement to 4th grade based solely on the student's performance in reading on the 3rd grade state summative assessment or the universal reading screener;

The district/school will not deny any English learner advancement to 4th grade solely based on level of language proficiency (Wis. Admin. Code [§13.09\(1\)\(b\)](#)); (Wisconsin Department of Public Instruction December 2024 6); and

The team may conclude that promotion (with applicable services/supports) is in the best interest of a student even if the team also concludes, based on clear documentation, that the student was unable to complete their personal reading plan primarily due to the student's lack of reading proficiency:

After reviewing all data and considerations named above, representatives from the school/district will make a recommendation of promotion or retention to the student's parent or guardian; and

If the representatives from the school/district recommend retention, those representatives will identify and communicate the following to the student's parent or guardian:

- Supports that will be provided to the student that will mitigate the harm that is likely to occur as a result of retention, including social stigmatization, loss of friendships, damaged self-esteem, and other mental health impacts; and
- The additional academic services and supports that will be provided to the student as they repeat 3rd grade to ensure they reach grade level proficiency by the time they finish 3rd grade the second time.

Based on the holistic evaluation described above, the entire team will make one of the following choices:

- Promotion to 4th grade (with applicable services/supports) is more appropriate than retention in 3rd grade and the student is promoted.
- The student's noncompletion of the student's personal reading plan was not primarily due to the student's lack of reading proficiency and the student is promoted.
- The parents or guardians and school/district representatives agree that retention (with applicable services/supports) is more appropriate than promotion to 4th grade and the student's parent or guardian gives written consent to retention.
- The school/district representatives recommend retention but the student's parent or guardian does not consent to retention. Regardless of any other facts, circumstances, or analysis, the student is promoted to 4th grade.
- Any student who enrolls as a 3rd grade student late in the school term without any accompanying record of a personal reading plan (i.e., after the final annual administration of the universal screening assessment and, potentially, also after the 3rd grade Forward Exam) shall be promoted to 4th grade under the criteria that the student did not have a personal reading plan in effect at the end of 3rd grade (Wisconsin Department of Public Instruction December 2024 7).

**NOTE:** If a student transfers into a school enrolled as a 4th grade student and the provided records indicate the student may have met requirements to be retained in 3rd grade, the school district will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat.

[§118.33\(5m\)\(a\)](#).

### 3. **Post Promotion Mandates & Exceptions**

Per Wis. Stat. [§118.33\(5m\)\(a\)](#), any student promoted to 4th grade after the determination process will be provided with all of the following:

Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;

Notification to the student's parent or guardian, in writing, that the student pupil did not complete the personal reading plan that and includes a description of the intensive instructional services and supports that will be provided to the student pupil to remediate the identified areas of reading deficiency; and

An intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment. The following are good cause exceptions.

4. **Good Cause Exceptions:** Any student who meets one or more of the following **good exceptions** may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements.

The student is identified as a "Limited-English proficient pupil" as that term is defined under Wis. Stat. [§115.955\(7\)](#);

The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the state summative assessment in reading is appropriate for the pupil;

The student scores as proficient in reading on the alternative statewide standardized summative assessment (i.e. Dynamic Learning Maps);

The student has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates

that the student has received intensive intervention in reading for more than 2 years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades 1, 2, or 3.

The student has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3 for a total of 2 years.

Regardless of these good cause exceptions, school districts and independent charter schools are responsible for providing instruction that meets all state and federal requirements, including, but not limited to Wis. Stat. [§121.02\(1\)\(L\)4](#) for school districts and Wis. Stat. [§§118.01\(2\)\(c\)7 and 8](#) for school districts and independent charter schools, often known together as Act 31. If promoted to 4th grade and if a “good cause” exception applies to the student under Wis. Stat. [§118.33\(5m\)\(b\)](#), then the school district/school will provide adequate and necessary support, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. [§118.33\(5m\)\(a\)](#).

## Wisconsin Dyslexia Handbook

For more information on reading disabilities and dyslexia, please refer to the [Wisconsin's Informational Guidebook on Dyslexia and Related Conditions](#).

## Definitions of Literacy Terms

There are many terms associated with literacy skills. Here are some that you will come across in your child's literacy journey. Definitions are derived from Act 20 (DPI), the International Literacy Association, the International Dyslexia Association, Reading Rockets, Wiley Blevins (2017-2024), the National Reading Panel (2000), and the National Research Council (1998).

Main skill names are in ROYGBI-Pink, and subskills are in blue and *italicized*.

Skill Name	Definition & Importance	At-Home Activities to Support
Oral Language Development	The way in which we use words to communicate, express ideas and emotions, use vocabulary, express opinions, ideas and revisions.	<ul style="list-style-type: none"><li>Talk about your day, especially pitfalls and how you overcame them.</li></ul>

	<p>Comprehending language and vocabulary development are also essential parts of oral language.</p> <p>From DPI, Act 20: Oral Language is inclusive of phonology, semantics, grammar, and pragmatics.</p> <p><i>Language</i>: developing a system of words and word combinations to communicate with others through listening and speaking (expressive and receptive language).</p> <p><i>Vocabulary</i>: sets of words for which students know the meanings when others speak or read aloud to them or when they speak to others. (Core Teaching Reading Sourcebook)</p>	<ul style="list-style-type: none"> <li>• Employ the "think-aloud" strategy to explain your step-by-step thinking.</li> <li>• Read all genres together to enhance background knowledge, vocabulary and concepts.</li> <li>• Ask open-ended questions, <b>not</b> yes/no or quiz-like questions.</li> </ul>
<b>Alphabet Knowledge / Letter Name Knowledge</b>	<p>Letter name knowledge (along with letter sounds and phoneme awareness) predicts future grade-level performance on norm-referenced tests. (DPI)</p>	<ul style="list-style-type: none"> <li>• Sing The ABC Song; get creative and sing it incorrectly to have your child correct you.</li> <li>• Play with alphabet puzzles, magnets and games.</li> <li>• Read alphabet books.</li> <li>• Make letters out of dry noodles, blocks, trace in cornmeal, flour or sand.</li> </ul>
<b>Alphabetic Principle</b>	<p>To read, children need to understand the alphabetic principle — the idea that letters represent the sounds of spoken language. (Reading Rockets)</p>	<ul style="list-style-type: none"> <li>• Write a note together and demonstrate sounding out the letters as you write.</li> </ul>
<b>Phonological Awareness (hearing only) (an umbrella term for many auditory skills)</b>  <i>**One of the earliest, foundational skills</i>	<p>From Act 20: including word awareness, rhyme awareness, repetition and creation of alliteration, syllable counting or identification, and onset and rime manipulation.</p>	<ul style="list-style-type: none"> <li>• Sing preschool songs.</li> <li>• Recite the alphabet and leave some letters out.</li> <li>• Play rhyming games.</li> <li>• Read poetry and resay the rhyming words.</li> </ul>

<i>taught</i>		
<i>Word Awareness or Word Recognition</i>	<p>The ability to distinguish, identify and read words in a phrase or sentence without stopping to sound it out. This also includes the ability to put two words together to make a compound word. This skill lays the foundation for fluent reading!</p> <p>From Act 20: In testing terms, generally refers to the automatic reading of words (within 2 seconds). Informal measure of orthographic mapping progress.</p>	<ul style="list-style-type: none"> <li>Count words in a title.</li> <li>Have your child say a silly sentence, you write it out on notecards, have them touch each word as they "read" it back to you.</li> <li>For compound words, have your right fist be the first word (butter) and your left fist the second word (fly). Put your fists together and your child should say "butterfly."</li> </ul>
<i>Rhyme</i>	<p>Words that rhyme have the same ending vowel and consonant. Example: cat-bat, lip-flip, down-town.</p>	<ul style="list-style-type: none"> <li>Rhyming card games.</li> <li>Make a game board with easy words to rhyme. When your child lands on the word "egg" they come up with a rhyming word such as "leg."</li> </ul>
<i>Alliteration</i>	<p>When words begin with the same letter or sound.</p>	<ul style="list-style-type: none"> <li>Check out Graeme Base's books!</li> <li>Play word games with the same sound: "Slithering slinky snakes slide south."</li> </ul>
<i>Onset-Rime</i>	<p>When you break apart a word by its onset (initial consonant or consonant blend) and its rime (the vowel and any consonants that follow).</p>	<ul style="list-style-type: none"> <li>Play word games with onset-rime: "c-at is what word? l-eg?"</li> </ul>
<b>Phonemic Awareness</b>	<p>From ACT 20: including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion.</p>	
<i>Phoneme</i>	<p>The ability to listen to a word and</p>	<p>Example for word play:</p>

<i>Isolation</i>	isolate either the beginning sound, the ending sound or the medial vowel sound.	<p>"/c/-/c/-/c/-/a/-/t/. Cat. What is the first sound in 'cat'?"</p> <p>As your child gets better at identifying sounds, then you can drop repeating the first sound.</p> <p>Example: "/d/-/o/-/g/. Dog. What is the first sound in 'dog'?"</p> <p>As they become masters, you can drop segmenting and just say the word.</p>
<i>Phoneme Blending</i>	The ability to listen to a word segmented by its sounds (/c/-/a/-/t/) and blend it into a word "cat."	<ul style="list-style-type: none"> <li>• Word games! "Please put your /p/-/l/-/a/-/t/-/e/ in the sink. Please put your /b/-/r/-/ow/-/n/ boots away," etc.</li> <li>• As you read together and there is consonant - vowel - consonant word (CVC) like "leg," pretend you are stumped and sound it out. Wait! Your child could answer!</li> </ul>
<i>Phoneme Segmentation</i>	The ability to break apart a word by its sounds. Examples: dog = /d/-/o/-/g/ plants = /p/-/l/-/a/-/n/-/t/-/s/	<ul style="list-style-type: none"> <li>• Best when authentically writing a note, a grocery list, a menu, a map, a "ticket" or a "bill" during play.</li> <li>• Encourage your child to spell phonetically, the best they can. Do Not Correct! Let your child have an authentic, stress-free writing experience.</li> </ul>
<b>Phonics</b>	Phonics instruction teaches the relationships between the letters of	<ul style="list-style-type: none"> <li>• Sing or listen to all the wonderful songs that</li> </ul>



	written language and the sounds of spoken language. Matching letter sounds is a part of this skill. (Reading Rockets)	<p>talk about letter names, its keyword and its sound.</p> <ul style="list-style-type: none"> <li>Also revisit when writing or reading together.</li> </ul>
<i>Letter Sound Knowledge</i>	From Act 20: letter/sound fluency. The ability to quickly say the sound associated with the letter.	
<b>Decoding (Reading)</b>	Decoding is when we use letter-sound relationships to translate a printed word into speech. (Reading Rockets)	<ul style="list-style-type: none"> <li>Give your child access not only to books but to menus, maps, newspapers, magazines, etc., so he/she can practice reading across media.</li> <li>Give your child the gift of quiet reading every day!</li> <li>When reading together and your child gets stumped on a word, please do <i>*not*</i> give the word up! Wait 10 seconds and if needed, prompt with, "Let's look at that first letter. What sounds does ___ make? What about the next letter sound?" This way your child learns to rely on themselves and their skills to read unfamiliar words.</li> <li>If a word is difficult like "was," "come," "media," etc., you can say it's a tricky word and he/she will learn that pattern later. Then say the word, and have them repeat it.</li> </ul>
<b>Encoding (Spelling)</b>	<p>Using letter sounds to spell.</p> <p>From Act 20: early spelling samples</p>	<ul style="list-style-type: none"> <li>Have your child write letters, posters, postcards, menus,</li> </ul>

	<p>provide clues about how well students segment phonemes in the words they spell. Teachers watch for evidence of segmentation, omissions, and substitutions of phonemes, which helps them plan for targeted instruction.</p>	<p>“tickets” or bills during play. Have them write notes to neighbors, cousins and family members.</p> <ul style="list-style-type: none"> <li>• Don't expect perfection and don't feel you need to correct every spelling pattern. Match your child's skill level to their writing.</li> </ul> <p><i>Example:</i> If you know your child is on Waseca Red and is working on consonant - vowel- consonant words, expect them to also sound out and write these words.</p>
<b>Oral Reading Fluency</b>	<p>From Act 20: reading grade-level text with appropriate rate, accuracy, and prosody. Meeting benchmark requirements by grade level in accuracy and words correct per minute (WCPM). This is highly correlated with reading comprehension.</p> <p>NOTE: fluency is not recommended for all students; Act 20 includes it as a subskill “when appropriate;” <i>aimswEBPlus</i> matrix recommends beginning measuring ORF in 1st grade.</p>	<ul style="list-style-type: none"> <li>• Have your child read to you, a sibling, a family member or the family pet. Have a designated stuffie that is a reading buddy.</li> <li>• Encourage fluency by saying that reading out loud should sound like he/she is talking to someone, telling a story.</li> <li>• One strategy is to have your child read a sentence, then look at you and repeat it as if they are talking.</li> </ul>

## [Family Resources](#) (Google Slide presentation)