



ACT 20 Personalized Reading Plan (PRP)

Act 20 Personal Reading Plan

2023 Wisconsin Act 20 mandates criteria for supporting 5K-3rd grade students scoring below the 25th percentile on a state reading readiness assessment. Specifically, this legislation requires the collaborative efforts of education teams to identify those students' literacy strengths and needs in order to develop personal reading plans to advance a student's early literacy proficiency.

Does this assessment diagnose dyslexia or other disabilities?

Our screener and diagnostic results do not diagnose dyslexia or other disabilities. For more information about characteristics of dyslexia and related interventions and accommodations, please see Wisconsin's Informational Guidebook on Dyslexia and Related Conditions, <https://dpi.wi.gov/reading/dyslexiaguidebook>. If you believe that your child may have a disability that affects their ability to access, engage, and make progress in the general education curriculum, you can request a comprehensive special education evaluation. This request must be in writing and should include the reason(s) why you believe your child has a disability. The school will then conduct a special education evaluation to determine eligibility.

WI ACT 20 Information:

<https://dpi.wi.gov/wi-reads-act-20-faq>

Date Initiated:

Section 1: Student Information

Student Name: _____

Date of Birth: _____

School: _____

Grade: _____

Home Primary Language: _____

EL Status: _____

Additional Supports & Programs (including academic and behavioral)

☐ Individualized Education Plan (IEP)

☐ Section 504 Plan

☐ Talented & Gifted (TAG)

☐ EL Individualized Learning Plan (ILP)

☐ Behavior Intervention Plan (BIP)

☐ Academic Intervention

☐ SAIG Group

☐ Check-in Check-out

Other Supports &/or Programs:

Section 2: Team Information

Parent/Guardian: _____

Parent/Guardian: _____

Home Language: _____

Home Room Teacher: _____

Literacy Interventionist: _____

Other Staff(s) & Role(s) (e.g, Special Education, EL, Speech & Language Pathologist:

Section 3: Universal Instruction

The student participates in culturally inclusive, science – based early reading instruction.

☐ Yes

☐ No

Differentiated supports available to the child within classroom literacy instruction may include, but are not limited to:

- | | | |
|---|------------------------------|---------------|
| - Targeted small groups | - Individualized conferences | Other: |
| - Increased opportunities to respond/practice | - Anchor charts and visuals | |
| - Preferential seating | - Co-taught classroom | |
| - Use of decodables | - Interpreter support | |
| - Sentence frames/stems | - Partner/group work | |
| | - Newcomer ELA | |

Section 4: Early Literacy Screening and Diagnostic Data

Diagnostic Testing Completed

All 5K – 3 students completed aimswebPLUS Early Literacy Screening. Your child received further diagnostic assessment through i-Ready based on their screening benchmark scores. These scores are available from your child's classroom teacher.

Section 5: Literacy Intervention Focus

Intervention Name:

Intervention Details:

Notes About the Progress Monitoring and Goal:

To determine adequate progress of identified early literacy skill the student will demonstrate growth through the following measure:

- 5K: Nonsense Word Fluency and/or Phoneme Segmentation
- Grades 1-3: Oral Reading Fluency

Parent(s)/Caregiver(s) will receive a progress monitoring report/update within ten weeks of the start of the intervention, and at the same interval throughout the school year.

Section 6: Additional Recommendations to support Early Literacy Learning

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

Recommendations for Parent(s)/Caregiver(s) from School/Community:

- Read and talk about books together at home in English and/or home language
- Additional materials sent home by teacher
- Summer School
- Extended Day Learning Opportunities (may include: YMCA, UFRS, Boys and Girls Club)
- Other:

Section 7: Student Attendance

Student Attendance:

Chronic absenteeism is strongly associated with lower academic achievement overall, including difficulties with reading comprehension and fluency. More specifically, research shows that students who are chronically absent in kindergarten and 1st grade are much less likely to read at grade level by 3rd grade. AASD is committed to partnering with you to support your child's academic achievement as well as their school attendance.

Your child's absenteeism rate is listed below:

Chronic absenteeism is defined as missing 10% or more of school days in which the student is enrolled. For the first semester of this school year, this is equivalent to 9 or more school days.

Section 8: Parent/Caregiver Communication and Signatures

Parent/Caregiver was notified via:

- ☐ Meeting/Conference ☐ Phone Call ☐ Email ☐ Letter ☐ Parent Portal