School District of Wisconsin Dells

5K-3 Early Literacy Remediation Plan

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Core Instruction

What Is Core Instruction?

All students in the School District of Wisconsin Dells receive high-quality, research-based reading instruction designed to build strong reading and writing skills. In accordance with Wisconsin's ACT 20, the district provides systematic, explicit, science-based early literacy instruction in several key areas:

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

The School District of Wisconsin Dells does not use three-cueing (MSV), as this approach can hinder reading development.

What Does Core Instruction Look Like at SDWD?

The School District of Wisconsin Dells delivers core literacy instruction through the following programs:

- ***Grades 4K–2***: Superkids® and Heggerty
- ***Grade 3***: 95 Core Phonics Program®, Fountas & Pinnell Classroom®, and Units of Study in Writing®

SDWD's core literacy curriculum is carefully aligned with ACT 20 requirements. For more information on SDWD's alignment to ACT 20 and grade-level course guides, the following links are available for review:

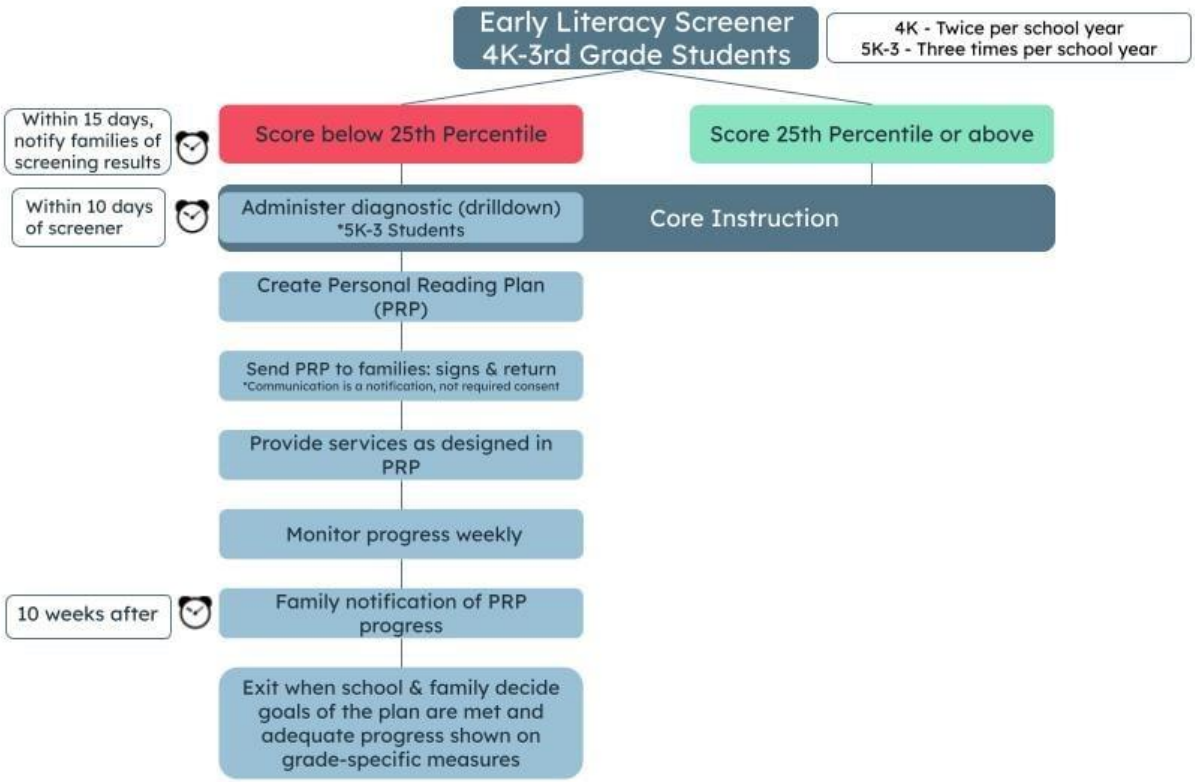
- SDWD ACT 20 Curriculum Alignment
- SDWD Course Guides by Grade Level

What Happens If a Student Needs Extra Reading Support?

To ensure every student becomes a successful reader, the School District of Wisconsin Dells follows a structured system of support for students in kindergarten through third grade. This system is designed to provide core reading instruction to all students while also identifying those who are not yet reading at grade level and providing the extra support they need to grow.

As part of this support, all students receive reading screening assessments in the fall, winter, and spring. If a student is identified as “at risk” for reading difficulties based on these screeners, the district provides additional support beyond core reading instruction.

The student receives diagnostic testing to help identify their specific reading needs. Based on the results, a Personal Reading Plan (PRP) is developed. The PRP outlines targeted instruction, interventions, and regular progress monitoring to help the student improve their reading skills and meet grade-level expectations.



Reading Readiness Screener

What Is a Reading Readiness Screener?

A reading readiness screener is a brief assessment used to identify students who may be "at risk" for reading difficulties. The School District of Wisconsin Dells uses aimswebPlus subtests for its screening process. These screeners assess early literacy skills, helping educators determine which students may need additional reading support.

When Are Students Screened for Reading Readiness?

Students are screened at the following intervals:

- ***4K:*** Twice a year. Skills checked include phonemic awareness and letter-sound knowledge.
- ***Kindergarten (5K) to Grade 3:*** Three times a year. Skills checked include phonemic awareness, decoding skills, alphabet knowledge, letter-sound knowledge, and oral vocabulary.

What Reading Readiness Screeners Does SDWD Use?

4K-3
FALL / WINTER / SPRING

SDWD Reading Readiness Screeners														
aimswebPlus Subtest Name	4K		5K			Grade 1			Grade 2			Grade 3		
	Fall	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Initial Sounds	X	X	X											
Phoneme Segmentation				X	X	X								
Letter Naming Fluency			X	X	X	X								
Letter Word Sound Fluency		X	X	X	X	X								
Nonsense Word Fluency				X	X	X	X	X						
Word Reading Fluency						X	X	X						
Auditory Vocabulary			X	X	X	X	X	X						
Oral Reading Fluency						X	X	X	X	X	X	X	X	X
Vocabulary									X	X	X	X	X	X

How Will Families Be Informed of Screener Results?

Families will receive their student's screener results within 15 days after the assessment is scored. The report will include:

- The score for each early literacy skill category assessed by the reading readiness screener.
- The percentile rank score on the reading readiness screener, if available.
- A definition of “at-risk” and the score on the reading readiness screener that would indicate that a student is “at-risk”.
- A plain language description of the literacy skills the reading readiness screener is designed to measure.

Additional Information:

- ACT 20: Early Literacy Assessment
- ACT 20: Students with IEPs
- ACT 20: English Learners
- ACT 20: 4K and 4KCA

Diagnostic Assessment

What Does It Mean to Be "At Risk" in Reading?

According to ACT 20, a student in Kindergarten through 3rd grade is considered “at risk” in reading if their score on the screener falls below the 25th percentile.

Specifically:

- ***Kindergarten:*** Scores below the 25th percentile on the aimswebPlus Early Literacy Composite, which includes Letter Naming Fluency (LNF) and Letter Word Sounds Fluency (LWSF).
- ***Grade 1***: Scores below the 25th percentile on the aimswebPlus Early Literacy Composite, which includes Word Reading Fluency (WRF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF).
- ***Grades 2-3:*** Scores below the 25th percentile on aimswebPlus Oral Reading Fluency (ORF).

What Happens After a Student Is Identified as "At Risk"?

If a student is identified as “at risk,” they will take additional assessments—called diagnostic assessments—within 10 school days after the screener is scored. These assessments help teachers better understand the student’s specific reading needs.

To ensure the student receives appropriate support, the first time they score below the 25th percentile on the reading readiness screener for their grade, the diagnostic testing must include all of the following areas:

- Phonological Awareness
- Phonemic Awareness
- Letter Sound Knowledge
- Decoding Skills
- Alphabet Knowledge
- Oral Vocabulary
- Rapid Automatized Naming
- Word Recognition

- Spelling
- Vocabulary
- Listening Comprehension
- Reading Comprehension (When Appropriate)
- Oral Reading Fluency (When Appropriate)

What Diagnostic Assessments Does SDWD Use?

The School District of Wisconsin Dells uses aimswebPlus and iReady to administer diagnostic reading assessments. This tool meets the technical specifications to ensure accuracy, and it also tracks student progress over time. In addition to aimswebPlus, the district uses the CORE Phonics Survey as a supplemental diagnostic tool to gather more detailed information and further inform instruction.

For a detailed breakdown of diagnostic assessments by grade level, please refer to the WDES Literacy Assessment Guidance.

Diagnostic Assessments								
Subtest Name	5K			Grade 1			Grade 2	Grade 3
	Fall	Winter	Spring	Fall	Winter	Spring	Fall/Winter/Spring	Fall/Winter/Spring
Letter Naming Fluency (LNF)					X	X		
Letter Word Sound Fluency (LWSF)					X	X		
Word Reading Fluency (WRF)			X					
Rapid Automatized Naming (RAN)	X	X	X	X	X	X	X	X
Spelling (SP)	X	X	X	X	X	X	X	X
Listening Comprehension (LC)	X	X	X	X	X	X	X	X
iReady Reading Comprehension *(only required in Grades 2 and 3)*	X	X	X	X	X	X	X	X
Core Phonics Survey *(supplemental, not required by ACT 20)*	X	X	X	X	X	X	X	X

How Will Families Be Informed of Diagnostic Results?

If a student takes a diagnostic test after the reading screener, the results from both the screener and the diagnostic assessments will be sent home together within 15 days of when the screener is scored. This ensures that parents are promptly informed of their student's progress and any areas that may need additional support.

The diagnostic report will include:

- The student's scores in each early literacy skill area are assessed.
- Information about how to request a special education referral, if needed.
- A description of common signs and characteristics of dyslexia.

Personal Reading Plans

What Is a Personal Reading Plan (PRP)?

After diagnostic testing, any student identified as “at risk” by scoring below the 25th percentile on the reading readiness screener will receive a Personal Reading Plan (PRP). A PRP is designed to address a student’s specific reading challenges using information from both the screener and diagnostic assessments.

What Does a Personal Reading Plan Include?

A Personal Reading Plan includes:

- The student's specific areas for growth in reading.
- The student’s reading goal(s).
- How the student's reading progress will be checked each week.
- A description of the reading intervention the student will receive.
- Information on the core literacy curriculum.
- Suggestions for how families can support their student’s reading at home.

When Is a Personal Reading Plan Created?

Personal Reading Plans are created at different times depending on when a student first scores below the 25th percentile on the reading readiness screener:

- For students who score below the 25th percentile in the fall, the plans are created by the third Friday in November.
- For students who score below the 25th percentile in the winter or spring, the plans are created within 10 days after the screener is scored.

How Will Families Be Informed of the Personal Reading Plan?

Families will receive a copy of their student’s Personal Reading Plan (PRP) through NextPath after the student is first identified as “at risk” based on reading screener results. Families will be asked to review and acknowledge the plan through NextPath.

- For fall screenings, the PRP will be sent home by the third Friday in November.
- For winter or spring screenings, the PRP will be sent home within 10 days after

the screener results are scored.

Intervention

What Is a Reading Intervention?

A reading intervention is a specific, targeted type of instruction designed to help students who are struggling to read at grade level. It goes beyond the core literacy instruction provided in the classroom and focuses on the individual reading skills a student needs to develop in order to meet grade-level expectations.

All reading interventions in the School District of Wisconsin Dells follow the requirements of Wisconsin's ACT 20. They are:

- Science-Based – supported by research and proven to be effective
- Explicit and Systematic – clearly taught in a specific, step-by-step order
- Multisensory – involving sight, sound, movement, and touch

What Skills Do Reading Interventions Focus On?

The School District of Wisconsin Dells' reading interventions focus on building specific literacy skills, including:

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

What Does Reading Intervention Look Like in SDWD?

In the School District of Wisconsin Dells (SDWD), students who have a Personal Reading Plan (PRP) will receive a reading intervention that is tailored to their specific literacy needs. These interventions are based on the student's performance on their reading

screeners and diagnostic assessments.

Reading interventions in SDWD also support students who may show signs of dyslexia. These signs can include difficulty sounding out words, remembering letter sounds, or reading fluently. For more information about dyslexia, please refer to the Wisconsin DPI Dyslexia Guidebook.

For a complete overview of the intervention programs used in SDWD, please refer to the SDWD Literacy Intervention Menu.

How Will Families Be Informed of Intervention?

Families will be notified of their student's intervention through the Personal Reading Plan. The plan will include the following information:

- The intervention program being used
- How often the student will receive intervention
- The specific skills being taught
- How progress will be monitored each week

Progress Monitoring

How Is Student Reading Progress Monitored?

ACT 20 requires schools to track the reading progress of students with Personal Reading Plans (PRPs) every week. This regular monitoring helps determine if the reading interventions and instructional strategies are working and if students are making progress toward their reading goals.

How Does SDWD Monitor Student Reading Progress?

The School District of Wisconsin Dells monitors student progress weekly using aimswebPlus assessments. The specific assessments used vary based on the student's grade level and individual needs but generally include:

- ***Kindergarten:*** Letter Naming Fluency (LNF) and Letter Word Sound Fluency (LWSF)
- ***Grades 1-3:*** Oral Reading Fluency (ORF)

Students who receive specialized reading instruction according to their Individualized Education Program (IEP) may be progress monitored weekly using an alternative tool, as outlined in their IEP.

What If a Student Isn't Making Progress in Intervention?

If a student isn't making adequate progress with their current intervention, the Personal Reading Plan (PRP) may be adjusted. This might include:

- Changing the type of support or intervention
- Providing more intensive help
- Changing the person providing the intervention

How Will Families Be Informed of Progress?

Families will receive updates on their student's reading progress every 10 weeks or sooner. These reports will include results from progress monitoring conducted during reading intervention. If changes are made to a student's Personal Reading Plan (PRP),

families will be notified through NextPath and asked to acknowledge the updated plan.

Exit Criteria

How Does a Student Exit a Personal Reading Plan?

A student on a Personal Reading Plan (PRP) must meet specific goals before they can exit the plan. These goals ensure the student is on track to meet grade-level reading expectations by the end of the school year.

A student may exit their PRP when they have:

- Met the individual goals outlined in their plan
- Shown they are on track to meet grade-level reading expectations by the end of the school year
- Met the grade-level exit criteria

What Are the Grade-Level Exit Criteria in SDWD?

- ***Kindergarten***:
    - At or above the 25th percentile on aimswebPlus Letter Word Sound Fluency (LWSF), Letter Naming Fluency (LNF), Nonsense Word Fluency (NWF) and Phoneme Segmentation (PS)
- ***Grades 1-2***:
    - At or above the 25th percentile on aimswebPlus Oral Reading Fluency (ORF)
- ***Grade 3***:
    - A score of Meeting or Advanced on the reading portion of the Wisconsin Forward Exam
    - Family or caregivers and the school agree the student has met the goals in the personal reading plan

How Will Families Be Notified When a Student Meets Exit Criteria?

When a student meets the exit criteria, the family will be contacted through NextPath. If the family does not agree with the school's recommendation, they may contact the school to schedule a meeting to discuss next steps

Promotion Policy

What Happens If a Student Hasn't Exited the PRP by 4th Grade?

The School District of Wisconsin Dells is committed to ensuring every student becomes a confident, capable reader by the end of 3rd grade. Students who have not exited their Personal Reading Plan (PRP) by the end of 3rd grade and are still working toward grade-level reading expectations when promoted to 4th grade will continue to receive support for their reading growth, including:

- Intensive reading instruction during the school day
- Ongoing progress monitoring to track growth
- Support targeted to the student's specific reading needs
- A summer reading program each year until the student reaches grade-level reading skills

This policy will go into effect on September 1, 2027.

Additional Information:

- ACT 20: Promotion Policy

Strategic Use of Data

How Does SDWD Use Data to Improve Reading Instruction?

The School District of Wisconsin Dells (SDWD) uses early literacy assessment results to carefully review and improve reading instruction across all grade levels. This ensures that every student receives the support they need to become a successful reader.

What Does This Process Look Like?

- ***Professional Learning Communities – PLCs***
  Teachers, literacy coaches, and school administrators meet regularly in grade-level teams to review student reading data. These meetings help identify students who may benefit from additional support and guide decisions about universal instruction, small group instruction, and intervention services.
- ***Professional Development for Teachers***
  Assessment results help guide the district's professional development offerings. For example, if data shows a pattern of low performance in reading fluency, teachers might receive training on strategies to build fluency, such as repeated reading. Ongoing coaching and classroom support are provided by literacy coaches and administrators.
- ***Curriculum Adjustments and Instructional Planning***
  If data trends show that a particular skill area—such as vocabulary or comprehension—is a widespread challenge, teachers may plan lessons based on the data to ensure their instruction targets the right skills at the right time.