

School District of Wonewoc-Center

Early Literacy Remediation Plan for WI Act 20

The School District of Wonewoc-Center is dedicated to providing every student with the reading skills they need to thrive. The following information outlines how the district is implementing the requirements of 2023 WI Act 20.

ACT 20 Requirements

Wonewoc-Center Implementation

<p>Required Reading Training</p> <p>By July 1, 2025, all individuals employed as a 5K-grade 3 teacher of reading will need to begin training that aligns with the science of reading.</p>	<p>By July 1, 2025, all classroom teachers in grades 4K-5 will have completed the <i>Keys to Beginning Reading Training</i> Program. The Elementary Principal will have completed GLEAN Reading Training through CESA 4.</p> <p>Our goal is to ensure all teachers are equipped to meet the reading needs of each and every learner.</p>
<p>Curriculum & Instruction</p> <p>Act 20 requires all Wisconsin schools to provide science-based early literacy instruction in both universal and intervention settings. Science-based early literacy instruction is defined as the following: Instruction that is systematic and explicit and consists of all the following:</p> <ul style="list-style-type: none"> Phonological awareness Phonemic awareness Phonics Building background knowledge Oral language development Vocabulary building Instruction in writing Instruction in comprehension Reading fluency <p><i>School boards retain the independent authority to select the early literacy instructional materials they will adopt and implement. Those instructional materials are required to meet the</i></p>	<p>Wonewoc-Center currently uses McGraw-Hill Wonders as our Reading Curriculum in K-5. Instructional materials are aligned to the Wisconsin Standards for Language Arts. All students receive Core Universal Instruction.</p> <p>Wonewoc-Center is in the process of evaluating recommended resources with the intent of piloting and purchasing a new reading curriculum.</p>

definition of “science-based early literacy instruction” found in Act 20.

Act 20 does not require schools to change their curriculum. It does require schools to implement science-based early literacy instruction as defined in the statute and prohibits schools from implementing three-cueing instruction as defined in the statute.

Assessments

4K Assessment:

- Students are to be assessed twice during the school year using a fundamental skills screening assessment selected by the DPI. The first assessment is to be completed by the 45th school day and the second assessment by 45 days before the end of the school year.

5K-3 Assessment:

- Students are to be assessed three times during the school year using a reading screening assessment.
- The first assessment is to be completed by the 45th day of the school year, the second assessment in the middle of the school year, and the third assessment by 45 days left in the school year.
- Universal screenings must include phonemic awareness, decoding, alphabet knowledge, letter-sound knowledge, and oral vocabulary.

A diagnostic assessment must be used when a universal screening assessment indicates a pupil is at risk (below the 25th percentile). This occurs no later than the second Friday of November for the fall assessment or within 10 days after the mid-year or spring universal screening. Diagnostic assessments must also be given within 20 days when a teacher or parent

The School District of Wonevot-Center will implement the required early literacy assessments provided by the state (aimswebPlus).

Wonevot-Center will use a combination of aimswebPlus and I-Ready assessments for any K-3 students who indicate they are at risk and fall below the 25th percentile on the early literacy screening assessment.

Students will be assessed three times per year using aimswebPlus.

- Beginning of the year window (9/1-11/30)
- Middle of the Year Window (12/1-3/15)
- End of the Year Window (3/16-Year End)

<p>suspects a student has reading difficulties or characteristics of dyslexia and submits a request.</p> <p>For students who score below the 25th percentile, a personal reading plan will also be created.</p>	
<p>Family Communication</p> <p>Beginning in the 2024-2025 school year, the district will provide parents and families with the results of the reading readiness screener in an understandable format no later than 15 days after the assessment is scored. Results include the following:</p> <ul style="list-style-type: none"> • The pupil's score on the reading screening assessment. • The pupil's score in each early literacy skill category as assessed by the reading screening assessment. • The pupil's percentile rank score on the reading screening assessment, if available. • The definition of “at-risk” and the score on the reading screening assessment that would indicate that a pupil is at-risk. • A plain language description of the literacy skills in the reading screening assessment. 	<p>All families will receive their child's results on universal screening assessments. These results will be accompanied by a letter explaining the results.</p> <p>Classroom teachers will communicate and collaborate with families about the need for additional diagnostic assessments and the development and progress of the personal reading plan.</p>
<p>Personal Reading Plans</p> <p>If students are identified as at-risk on a universal screening assessment, a personal reading plan must be created that includes:</p> <ul style="list-style-type: none"> • The specific early reading skill deficiencies • goals and benchmarks for the student’s progress toward grade-level reading skills 	<p>Wonewoc-Center will create a Personal Reading Plan for all qualifying students. This plan will include all the required information as stipulated in WI Act 20. All plans will be shared with families. Parents will receive progress updates every 10 weeks.</p>

<ul style="list-style-type: none"> • how progress will be monitored, a description of interventions and additional instructional services being provided • the science-based reading programming the teacher will use • strategies for the parent to support grade-level reading skills • any additional services available and appropriate <p>The school district will provide parents with a copy of the personal reading plan and provide progress updates after 10 weeks. *This plan may exist alongside or within an existing IEP.</p>	<p>Depending on a student's need, the district may provide the following types of literacy support:</p> <p>Classroom Literacy Groups: Small groups of students receive specific skill instruction by the classroom teacher daily.</p> <p>Reaching Out to All Readers (ROAR): Small groups of students receive skill-specific instruction from a reading teacher.</p> <p>Title Reading: Small group or individual skill-specific instruction provided by the Title One Reading Teacher.</p> <p>Tutoring: Small group skill-specific instruction provided by a teacher.</p>
<p>Promotion Policy</p> <p>Schools must have a policy for promotion from 3rd to 4th grade based on reading in place by July 1, 2025. This policy will be based on the DPI model policy. This would go into effect at the start of the 27-28 school year.</p>	<p><i>This policy will be updated following the release of DPI's model policy.</i></p>
<p>Ongoing Evaluation</p>	<p><i>Our Curriculum Director, Reading Specialist, and Title One teacher will review assessment data to evaluate our 4K-5 literacy resources and professional learning needs to ensure all students make progress toward reading success.</i></p> <p><i>Families and community members are key partners in achieving the goal of reading success for every learner. If you have suggestions or questions on our district's Plan, please contact Mike Beranek (608) 464-6165 ext. 150.</i></p>

The charts below show the specific aimswebPlus assessments that will be given in each grade level during the assessment window.

Administration	4K	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Beginning of Year	Initial Sounds	Initial Sounds Auditory Vocabulary Letter Naming Fluency Letter Word Sound Fluency	Phoneme Segmentation Auditory Vocabulary Letter Word Sounds Fluency Oral Reading Fluency	Vocabulary Oral Reading Fluency	Vocabulary Oral Reading Fluency
Middle of Year		Initial Sounds Auditory Vocabulary Letter Naming Fluency Letter Word Sound Fluency	Auditory Vocabulary Oral Reading Fluency	Vocabulary Oral Reading Fluency	Vocabulary Oral Reading Fluency
End of Year	Initial Sounds Letter Word Sound Fluency	Initial Sounds Auditory Vocabulary Letter Naming Fluency	Auditory Vocabulary Oral Reading Fluency	Vocabulary Oral Reading Fluency	Vocabulary Oral Reading Fluency

		Letter Word Sound Fluency			
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Please note that in grades K-1, students are administered a nationally normed composite based on the scores of each sub-test