



Early Literacy Remediation Plan

Publication date: February, 2025

District Mission: Empowering all students to maximize their potential in fearless pursuit of human excellence.

District Vision: The School District of Reedsburg will provide a world-class educational experience to all students at all levels, inspiring creativity, innovation, and a desire to achieve greatness.

Literacy Vision: All School District of Reedsburg students will graduate with a passion for reading and writing and be equipped with a toolkit of strategies that will empower them to be successful readers, writers, critical thinkers, and communicators.

Links to standards:

- [Wisconsin Standards for English Language Arts, DPI 2020](#)
- [Wisconsin Essential Elements for English Language Arts, DPI 2022](#)
- [Wisconsin Model Early Learning Standards Fifth Edition](#)
- [The 2020 Edition | WIDA](#)

[The Spanish version of this document can be found here.](#)

SDR is committed to ensuring all students achieve reading proficiency. This plan outlines a comprehensive approach to identify, support, and monitor students at risk of reading difficulties, particularly in grades 4K-3.

- Tier 1: Students are provided grade-level instruction in literacy using our board-approved literacy resources that align with the Science of Reading.
- Tier 2: The classroom teacher(s) provide additional instruction for students who are not meeting essential learning in a unit of study.
- Tier 2 & 3: Students are provided a WIN time where they are given more targeted interventions for students who are not making adequate progress in Tier 1. These interventions are typically provided in small groups.
- Furthermore, some students are given Intensive, individualized interventions for students who continue to struggle despite Tier 2 support. This may involve special education or more intensive intervention services.
- Each student is administered the state-determined reading readiness screener (AimsWeb+) three times per year. One is administered in the fall, one in mid-year, and one in the spring. Guardians are notified of the assessment results on Skyward.
- Students who score below the 25th percentile on this assessment will have additional assessments, referred to as diagnostic assessments, administered by a trained teacher.

- The purpose is to more specifically determine the literacy needs of the student. Guardians are notified of the assessment results.
- Students who received diagnostic assessments will have a Personal Reading Plan developed. This plan will be developed by a classroom teacher through collaboration with qualified reading teachers. This plan will include a student-specific goal, a progress monitoring plan, and an action plan. This plan may include research-based interventions for the student in addition to their daily grade-level instruction. SDR will be creating and housing these plans in EduClimber. Like the assessment results, these plans will be communicated with guardians to create a partnership in the student's reading development.
- Students who, by the end of their third-grade year, do not complete their Personal Reading Plan and are performing below the 25th percentile, are recommended for a summer intervention program and also will be provided a continuing intervention plan for their 4th-grade school year.

Note: In the assessment process, it may be determined through reassessment or alternatively-approved assessments that the original screener was not accurate for the student. As a result, the student's Personal Reading Plan will include reading progress monitoring data.

Promotion Policy: Information coming soon.

Summer Reading Support: Students who qualify for additional reading support will be invited to attend summer school for more intensive intervention with our highly-qualified staff.

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

For more general information, please visit [Wisconsin Reads on the DPI website](#).