



2023 Wisconsin Act 20
**Early Literacy Remediation
Plan Toolkit**
5K-Grade 3

August 2024

Wisconsin Department of Public Instruction

This report is available from:

Office of Literacy, Office of the State Superintendent
Barb Novak, Director

Literacy and Mathematics Team, Division for Academic Excellence
Nicole Horsley, Director

Wisconsin Department of Public Instruction
201 West Washington Avenue
Madison, WI, 53703

August 2024

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups



Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

Table of Contents

Acknowledgements.....	1
Early Literacy Remediation Plans.....	2
Tool 1: Sections of the Remediation Plan Template	3
Tool 2: Discussion and Planning Guide	4
Tool 3: Early Literacy Remediation Plan Template	9
Tool 4: Remediation Plan Resource Library	16
References.....	20
Appendix A: Glossary.....	21

Acknowledgements

The Wisconsin Department of Public Instruction (DPI) wishes to thank the Wisconsin State Superintendent's Reading Advisory Council for their work in developing tools to support Wisconsin's educators and administrators when developing an early literacy remediation plan for compliance to 2023 Wisconsin Act 20 (Act 20). We would also like to thank our additional educational partners for taking time to review and provide feedback on the tools.

Wisconsin State Superintendent's Advisory Council (listed in alphabetical order):

Andrea Felle
Toni Heinowski
Amanda Killeen
Jeanne Kinney
Samantha Meister
Irma Nixon
Holly Prast
Tammy Ocampo
Jane Proctor Carrington
Ben Roskoskey
Sarah Schnuelle
Brian Seguin
Anita Thorpe

Wisconsin DPI Liaisons (listed in alphabetical order):

Robyn Bindrich, Literacy Consultant
Greg Coleman, Assistant Director of Literacy and Mathematics
Stacy Gray, Ph.D., Early Literacy Consultant
Nicole Horsley, Ph.D., Director of Literacy and Mathematics

Early Literacy Remediation Plans

2023 Wisconsin Act 20 (Act 20) requires that each school district or independent charter school create and publish an early literacy remediation plan that applies to grades 5K through grade 3. It includes some elements that focus on all students and some elements that focus on students in need of additional supports. For students in need of additional supports, the early literacy remediation plan, is a representation of only part of a local equitable multi-level system of support. Per Act 20, the early literacy remediation plan must only detail supports provided to students performing below the 25th percentile on the reading readiness assessment(s) and engaged in a personal reading plan, and therefore does not provide parents or caregivers with a complete picture of the entire continuum of supports for reading.

To assist schools/districts in the implementation of these requirements, resource tools were developed in partnership with the Wisconsin State Superintendent's Reading Advisory Council (RAC). Council members included educators, administrators, parents/caregivers, and community members from diverse geographical areas, cultural backgrounds, and reading philosophies. To ensure accessibility and relevancy, additional internal and external educational partners were consulted before the finalization of the toolkit.

While these optional resources were designed to support the development of early literacy remediation plans based on the requirements of Act 20, each school/district maintains local decision-making authority and should utilize the expertise of their school communities when designing early literacy remediation plans. The following toolkit is divided into four sections. Tool 1 delineates the requirements of the early literacy remediation plan, as required by Act 20. Tool 2 provides a discussion and reflection guide to assist school district teams as they develop the plan. Tool 3 includes the early literacy remediation plan template that can be edited to match local needs. Tool 4 offers a resource library to support the development of the early literacy remediation plan. Finally, a glossary of relevant terms can be found in Appendix A.

Tool 1: Sections of the Remediation Plan Template

This tool explains the sections of the early literacy remediation plan template. Specifically, the left column lists the template sections, and the right column shares the relevant state statutes.

Sections	Act 20 Requirements
Creation and Publication	<ul style="list-style-type: none"> 118.016 (6)(d) <i>Early literacy remediation plan; availability.</i> A school board or operator of an independent charter school shall post its early literacy remediation plan, as established under sub. (6), on the school district's or independent charter school's website.
Strategic Assessment Systems	<ul style="list-style-type: none"> 118.016 (6)(a) The assessments the school board or operator of the independent charter school uses to satisfy the requirements under sub. (3).
Student Supports	<ul style="list-style-type: none"> 118.016 (6)(c) A description of how the school board or operator of the independent charter school monitors pupil progress during interventions, including the frequency of monitoring pupil progress during interventions and any assessment tools used. 118.016 (6)(b) A description of the interventions the school board or operator of the independent charter school uses to address characteristics of dyslexia.
Family and Community Engagement	<ul style="list-style-type: none"> 118.016 (6)(e) A parent notification policy that complies with subs. (4) and (5) (a) 4. and 5.
Strategic Use of Data	<ul style="list-style-type: none"> 118.016 (6)(d) How the school board or operator of the independent charter school uses results of assessments required under sub. (3) to evaluate early literacy instruction being provided in the school district or at the independent charter school. 118.015(2) Employment of reading specialists. Each school district shall employ a reading specialist certified by the department to coordinate a comprehensive reading curriculum in grades kindergarten to 12. At the discretion of the state superintendent, a school district may contract with other school districts or cooperative educational service agencies to employ a certified reading specialist on a cooperative basis.

Tool 2: Discussion and Planning Guide

This guide aims to assist districts in developing early literacy remediation plans that meet statutory compliance with 2023 WI Act 20 (Act 20) through the following steps and guiding questions. Additionally, the discussion and planning guide includes optional considerations not mandated in Act 20.

Follow this link for an editable discussion and planning guide:

https://docs.google.com/document/d/1bY_9oFI8DKOkKP3OPwPfSsibLJiXWWdLXulvMatKabw/copy

Step 1: Establish a Team

Determine the necessary educational partners to support the development of the Early Literacy Remediation Plan.

- District administrators
- District reading specialist
- Educators (e.g., classroom, reading, multilingual, special education, specialists)
- Students and families
- Community members

Step 2: Identify Local Systems & Structures

Discuss section 1 and draft an introduction.

Reflect:

- How will we introduce the purpose and components of the early literacy remediation plan?
- What is our local education agency's vision and mission for learning and literacy?
- What is our universal/tier 1 approach to literacy curriculum, instruction, and assessment?
- How will our remediation plan relate to our overall equitable multi-level system of support?

Step 3: Identify the Strategic Assessment System & Communication Plan

Discuss section 2 and determine the LEA's assessment and communication processes.

Reflect on the reading readiness screener(s):

- How will we describe the way the screener measures each required area of literacy?
- How often will the screening assessment be administered?
- When are the screening testing windows and how might they overlap with other assessments?
- What are our processes for screening students who start school other than at the beginning of the school year?
- What is our screening process for students who are English learners, multilingual students, or students with IEPs?
- How and when will we notify parents/caregivers of the screening results?

Reflect on diagnostic literacy assessment(s).

- Which diagnostic assessment(s) will be given? What components of literacy will be assessed?
- How will we describe the way the diagnostic assessment(s) measure each required area of literacy?
- How often will the diagnostic assessment(s) be administered?
- When will the diagnostic assessment(s) be administered?
- What is our diagnostic assessment process for students who are English learners, multilingual students, or students with IEPs?
- How and when will we notify parents/caregivers of the diagnostic results?
- What family history survey will be administered?

Reflect on other relevant assessments (optional).

- What additional relevant assessments provide information about the student's literacy skills (e.g., speech and language, language acquisition)?

- How will our remediation plan communicate about additional relevant literacy assessments, including both qualitative and quantitative measures?
- How will we learn about students' cultural and linguistic assets?
- How and when will we notify parents/caregivers about the results of other relevant assessments?

Step 4: Discuss and Review Student Supports

Discuss section 3 and identify systems of literacy support.

Reflect on personal reading plans:

- Have we determined the composition of teams who will develop and monitor personal reading plans?
- Does our plan provide a link to the school/district's personal reading plan template?
- Does our personal reading plan template adhere to the requirements described in 2023 Wisconsin Act 20?
- Which tools will we use to monitor the progress of students receiving interventions and with what frequency?
- How will we create personal reading plans for students who are English learners, multilingual students, or students with IEPs?
- Where/how/who is responsible for storing the signed copy of each student's plan?
- What specific interventions does our school/district utilize to address characteristics of dyslexia?

Reflect on summer reading support:

- How will we determine the need for summer reading support?
- What summer reading support will be available to students who do not meet grade-level proficiency by the end of 3rd grade?
- How and when will we notify parents/caregivers of summer reading interventions/supports available?
- How will we determine and communicate if a student qualifies for a good cause exception?

- What are the expectations for schools/teachers to communicate with parents during the summer reading programming?

Reflect on local exit criteria:

- How will our process involve both parents/caregivers and the school in determining that the child is ready to exit the personal reading plan? This could be indicated by meeting the goals outlined in the personal reading plan, demonstrating adequate progress in grade-specific skill assessments, demonstrating proficiency in classroom work, and demonstrating grade level proficiency on state screening summative assessments.
- How will we support the student during the transition while being exited from a personal reading plan?
- How will we monitor and ensure that the student will be able to continue to maintain grade-level literacy skills through universal instruction alone?

Step 5: Review Family and Community Engagement

Discuss section 4 and determine family/caregiver policy.

Consider policies:

- What policies are in place related to family and community engagement?
- Do we have a policy that aligns with the requirements of Act 20, that includes:
 - how parents will be notified of assessment results;
 - a plain language description of the literacy skills measured in the reading readiness assessment; and
 - how parents/caregivers will receive information about characteristics of dyslexia and information about making a special education referral for students whose diagnostic assessment results indicate “at-risk” status?

Consider family & community engagement strategies (optional):

- Have we appropriately involved families in the development and communication of the early literacy remediation plan?
- Have we appropriately involved community supports (e.g., libraries, child care centers) in the development and communication of the early literacy remediation plan?

- Have we ensured accessibility for family and community involvement?

Step 6: Review Plans for Strategic Use of Data

Discuss section 5 and determine the early literacy instructional evaluation process.

Reflect:

- How will we use the screening, diagnostic, and assessment results to evaluate early literacy instruction?
- How will we use multiple sources of data, including qualitative and quantitative sources, to create a holistic picture of students' literacy strengths and opportunities for growth?
- How will we collaborate with the statutorily required district reading specialist task to complete an annual evaluation of the LEA's comprehensive literacy curriculum?
- How will we analyze the evidence gathered and determine next steps?

Additional Local Considerations (optional):

- How is our plan culturally and linguistically responsive to our unique community? How do we know?
- What training and ongoing professional learning do we provide to teachers and staff who support reading development?
- Have we communicated our attendance improvement efforts?
- Have we established a process for reviewing and revising the early literacy remediation plan?
- Have we communicated pertinent contact information and communication structures with our educational partners?
- What other supports are available to students: (e.g., for students in grades 4K and 4-12, enrichment opportunities)?

Tool 3: Early Literacy Remediation Plan Template

Beginning in the school year 2024-2025, Wisconsin public schools, independent charter schools, and schools participating in the choice program are required to develop an Early Literacy Remediation Plan for grades 5K-3 and publish it to the district or independent charter school’s website. This optional template has been designed to ensure districts comply with the components of 2023 Wisconsin Act 20.

Please note that 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. Therefore, districts may revise the remediation plan template based on the needs of their educational communities.

Below is a condensed version. Please follow this link to editable version:

https://docs.google.com/document/d/1PWbq3aR9VzLXGy_LIL7K_nB2s4vfVVCsdPbf2rSau_k/copy

Section 1: Introduction

[NAME OF DISTRICT]’s Early Literacy Remediation Plan
Publication date:
District vision and mission:
Early literacy vision and mission:
Link to plan in additional languages:

Universal Approach to High Quality Instruction

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](#)

WI Act 20 requires systematic and explicit science-based early reading instruction. Based on your vision and mission, insert a narrative that shares your universal approach to literacy learning. This narrative might include a description of culturally and linguistically relevant:

- Instructional framework
- Curriculum
- Evidence-based instructional practices
- Inclusive practices and engagement strategies
- Positive behavior expectations
- Differentiated scaffolds/supports available within universal instruction

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners	Parent/Caregiver Communication
<p>Statewide 4K Fundamental Skills Screening Assessment <i>Pearson aimswebPLUS</i> (phonemic awareness & letter-sound knowledge)</p> <p>Screening windows/dates:</p>	<ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter by _____ (<i>insert method of communication</i>) that will be sent within 15 days of the scoring of the statewide early literacy screener. • Reports will be sent twice per year in the fall and spring. • Please notify the school of your preferred language and mode of communication.
<p>Statewide 5K-3 Universal Screener <i>Pearson aimswebPLUS</i> (phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding & oral vocabulary)</p> <p>Screening windows/dates:</p>	<ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter by _____ (<i>insert method of communication</i>) that will be sent within 15 days of the scoring of the statewide early literacy screener. • Reports will be sent three times per year- fall, winter, and spring. • Please notify the school of your preferred language and mode of communication.

Diagnostic Literacy Assessments			
<p>Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener or who are referred for additional testing by a teacher or parent/caregiver. Act 20 requires that a diagnostic assessment include all of the specific literacy subskills enumerated in Act 20 and meets the technical specifications in Act 20 (i.e., a sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure).</p>			
Assessment title(s)	Assessment description	Skill area(s)	Technical Specifications

Other Relevant Assessment Data	Parent/Caregiver Communication
[TITLE] (purpose)	
[TITLE] (purpose)	

Section 3: Student Supports

Interventions: The following evidence-based interventions provide explicit and systematic instruction and are available for students in need of additional support, including students with characteristics of dyslexia: (add link to additional document or complete the table below)		
Literacy skill(s)	Intervention strategy or resource(s)	Strategies for weekly monitoring of progress

Personal Reading Plans
<p>Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan (see link) includes:</p> <ul style="list-style-type: none"> ○ a description of the science-based early literacy programming; ○ early literacy assessment data; ○ overall early literacy analysis; ○ student goals and support plan; ○ additional services to accelerate early literacy skills; ○ recommendations for culturally relevant early literacy learning; ○ record of attendance and progress; and ○ record of communication with parent/caregiver(s). <ul style="list-style-type: none"> ● The school will provide a copy of the plan to families/caregivers no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by a parent or teacher. ● Families/caregivers can expect to receive updates about the student’s progress at least every 10 weeks.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions
<p>Insert link here</p> <p>(Please note that the DPI revision will be available in Fall 2024.)</p>
Promotion Policy
<p>Required by July 1, 2025. Insert link here</p> <p>(Please note that the DPI model policy will be available after January 1, 2025.)</p>
Summer Reading Support
<p>Describe the summer reading support that will be offered, to which students, and how and when parents/caregivers can expect communication.</p>
Exit Criteria
<p>Share the local process for determining the criteria for exiting a personal reading plan that includes multiple data sources (e.g., goal(s), progress monitoring data that includes required adequate progress measures, parent/caregiver agreement).</p>

Section 4: Family & Community Engagement

Family Notification Policy
<p>Insert or link your family notification policy to demonstrate compliance with Act 20. This policy must include:</p> <ul style="list-style-type: none"> • how parents/caregivers will be notified of assessment results; • a plain language description of the literacy skills measured in the reading readiness assessment(s); and • how the district/school will share special education information and information about characteristics of dyslexia with families/caregivers of students whose diagnostic assessment results indicate “at-risk” status.

Family & Community Engagement Strategies
<p>Families and communities are active partners as key collaborators in achieving the goal of literacy success for every learner. Provide a narrative here or insert a link to this information.</p>

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

Insert a narrative or plan for how the school board or operator of the independent charter school uses assessment results in order to evaluate early literacy instruction. This plan should include the statutorily required district reading specialist task to complete an annual evaluation of the LEA's comprehensive literacy curriculum.

Tool 4: Remediation Plan

Resource Library

Tool 4 is an annotated bibliography organized alphabetically. Each citation includes information that is relevant to the development and implementation of an early literacy remediation plan. Please note that none of the resources in this library are specifically endorsed by the developers of this toolkit. Instead, the annotated bibliography consists of resources that support learning about topics related to the early literacy remediation plan.

Afflerbach, P. A. (2022). *Teaching readers (not reading): Moving beyond skills and strategies to reader-focused instruction.* Guilford Press. This book defines concepts like metacognition and motivation that support literacy learning.

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2009). *Put reading first: The research building blocks of reading instruction: Kindergarten through grade 3 (3rd ed.).* National Institute for Literacy.
<https://www.nichd.nih.gov/publications/product/239>
This resource synthesizes research to inform reading instruction for kindergarten to third grade students.

Brown, J. E., Sanford, A. K., & Sacco, D. (2023). *Multi-tiered system of supports for multilingual learners using culturally and linguistically aligned practices.* National Center on Intensive Intervention at the American Institutes for Research
<https://intensiveintervention.org/sites/default/files/2024-01/mtss-culturally-responsive.pdf>
This text focuses on culturally and linguistically aligned practices for designing personal reading plans for multilingual learners.

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008).* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education
<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>
The goal of this IES practice guide is to offer educators evidence-based recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade.

Foorman, B. R., Smith, K. G., & Kosanovich, M. L. (2017). *Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5* (REL 2017-219). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast
<https://ies.ed.gov/ncee/rel/Products/Region/southeast/Publication/3814>
This rubric helps practitioners at the state, district, school, or university level evaluate reading/language arts instructional and intervention materials in grades K-5.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades. A practice guide*. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
<https://ies.ed.gov/ncee/wwc/practicguide/3>
This IES practice guide identifies evidence-based strategies through a Response to Intervention (RtI) framework to increase reading outcomes in the primary grades.

National P-3 Center. (2019). *The framework for planning, implementing and evaluating p-3 approaches*.
<https://nationalp-3center.org/p-3-framework/>
This framework supports developing and implementing an equitable, comprehensive approach to pre-kindergarten through third grade education.

Powell, T., Meek, S., Bornfreund, L., Soto-Boykin, X., Allen, R., Iruka, I.U., Bucher, E.Z., Ameley-Quaye, A., Alexander, B.L., Cardona, M., Aponte, G.Y., Gordon, L., Blevins, D., & Loewenberg, A. (2024). *Learning, Joy, and Equity: A New Framework for Elementary Education*. The Children's Equity Project.
<https://cep.asu.edu/resources/New-Elementary-Education-Framework>
This report includes a child-centered, equity driven framework for reflection and transformation in elementary education.

Regional Educational Laboratory Northwest (n.d.). *Continuous improvement for a multi-tiered system of support in reading*.
<https://ies.ed.gov/ncee/rel/Products/Region/northwest/Resource/107910>
The resources on this page offer district and school leaders a facilitator guide, slides, and handouts to increase the use of evidence-based practices to support literacy systems.

Regional Educational Laboratory Northwest. (2020). *It takes a village: How community organizations, schools, and families can work together to support early childhood literacy.*

<https://ies.ed.gov/ncee/rel/Products/Region/midwest/Resource/10377>

This resource includes a 19-minute documentary and an accompanying viewing guide that demonstrates how schools, families, and communities can partner to support students' reading development.

Regional Educational Laboratory Northwest (n.d.). *Resources to support best practices for literacy in preschool through grade 3.*

https://ies.ed.gov/ncee/rel/regions/northwest/pdf/RELNW_OR_Early_Literacy_Resource_Sheet_Preschool-through-grade.pdf

This resource list identifies evidence-based literacy programs and practices to support children as they transition from preK to grade 3.

Scanlon, D. M., Anderson, K. L., Barnes, E. M., & Sweeney, J. M. (2024). *Early literacy instruction and intervention: The interactive strategies approach* (3rd ed.). The Guilford Press.

This text provides information grounded in the science of reading with evidence-based strategies for early language and literacy success.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

<https://ies.ed.gov/ncee/WWC/PracticeGuide/14>

This practice guide informs about evidence-based instructional strategies to support the improvement of reading comprehension.

Smith, K. G., & Foorman, B. R. (2015). *Summer reading camp self-study guide* (REL 2015-070). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.

<https://ies.ed.gov/ncee/rel/Products/Region/southeast/Publication/3635>

This guide and accompanying resources support self-studies of planning and implementing summer reading camp programs for grade 3 students in need of intervention.

Squires, J. (2015). *Retention in the Early Years: Is early retention an effective, research-based strategy for improving student outcomes?*

[http://ceelo.org/wp-](http://ceelo.org/wp-content/uploads/2015/08/ceelo_fast_fact_retention_final_web.pdf)

[content/uploads/2015/08/ceelo_fast_fact_retention_final_web.pdf](http://ceelo.org/wp-content/uploads/2015/08/ceelo_fast_fact_retention_final_web.pdf)

This fact sheet offers a summary of research and reported effects of early retention that districts can consider when developing their local promotion policy.

WIDA. (2020). WIDA English language development standards framework: Kindergarten– grade 12. Board of Regents of the University of Wisconsin System.

<https://wida.wisc.edu/teach/standards/eld>

This framework provides a foundation for curriculum, instruction, and assessment for multilingual learners in kindergarten through grade 12.

Wisconsin Department of Public Instruction. (n.d.). *Early literacy listserv*.

<https://dpi.wi.gov/wi-reads/listserv>

This is an announcement-style newsletter that provides important updates on early literacy, including Act 20.

Wisconsin Department of Public Instruction. (2022). *Wisconsin essential elements for English language arts*.

https://dpi.wi.gov/sites/default/files/imce/sped/EssentialElementsELA2022_1.pdf

This resource includes learning standards for students whose IEP specifies the use of alternate standards.

Wisconsin Department of Public Instruction (2020a). *Foundational reading skills tool (FRST): A self-assessment tool for reading instruction: Kindergarten through grade two*.

https://dpi.wi.gov/sites/default/files/imce/reading/FRST_Final_Copy_-_Public.pdf

This self-evaluation tool focuses on instructional strategies to develop reading foundational skills.

Wisconsin Department of Public Instruction (2020). *Instructional practice guide for equitable teaching and learning in English language Arts*.

<https://dpi.wi.gov/ela/instruction/instructional-practice-guides>

These guides review strategies that promote mastery of grade level educational standards related to English Language Arts.

Wisconsin Department of Public Instruction. (n.d.). *Literacy practices bank*.

<https://dpi.wi.gov/reading/literacy-practices-bank>

This practices bank is a curated collection of research-based lessons designed for universal instruction and/or intervention to support foundational literacy skill building.

Wisconsin Department of Public Instruction. (2016). *Productive partnerships: Literacy-based collaboration*

<https://dpi.wi.gov/reading/professional-learning/productive-partnerships>

This professional learning module with supporting resources aims to build and sustain a healthy, diverse team that is dedicated to enhancing literacy outcomes for all students.

Wisconsin Department of Public Instruction (2024). *School Attendance Improvement and Truancy Prevention*.

<https://dpi.wi.gov/sspw/safe-schools/school-attendance>

This webpage includes a truancy prevention and learning series that highlights communities who are addressing attendance with best practice strategies.

Wisconsin Department of Public Instruction (2017). *Wisconsin's framework for equitable multi-level systems of supports*.

<https://dpi.wi.gov/emlss>

This resource presents a framework that can assist in the development of equitable literacy services related to effective instruction, data use, and collaboration to support every learner's success.

Wisconsin Department of Public Instruction (2017). *Wisconsin model early learning standards* (5th ed.).

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/dpl-wmels-5-web.pdf>

This resource applies a developmental continuum from birth to the start of first grade.

Wisconsin Department of Public Instruction. (2020). *Wisconsin standards for English language arts*. <https://dpi.wi.gov/ela/standards>

The *Wisconsin Standards for English Language Arts* specify what students should know and be able to do by the end of each grade level.

Wright, J. (2021). *What's our response? Systems and structures to support ALL learners*. FIRST Educational Resources.

This book outlines strategies for developing assets-based systems and structures to ensure equitable support and success for all students.

References

2023 Wisconsin Act 20, 2023 A.B. 321 (Wis.2023).

<https://docs.legis.wisconsin.gov/2023/related/acts/20>

Wisconsin Department of Public Instruction (2020). *Equitable multi-level systems of supports: Definitions*. <https://dpi.wi.gov/emlss/definitions>

Wisconsin Department of Public Instruction (n.d.). *Promoting excellence for all: Glossary of key terms*.

https://dpi.wi.gov/sites/default/files/imce/excforall/4_Glossary_of_Key_Terms_from_Module_1.pdf

Appendix A: Glossary

Additional instructional services refer to any additional services available and appropriate to accelerate the pupil's early literacy skill development (Wis. Stat. §§ 118.016(5)(a)1.d). Local examples might include tutoring services, extracurricular literacy-based activities/clubs, library services and technology.

At-risk refers to a pupil that scores below the 25th percentile on the universal screening assessment or diagnostic assessment, as indicated by the publisher of the assessment (Wis. Stat. §§ 118.016(5)(b)1).

Diagnostic assessment refers to an assessment tool that evaluates a pupil's skill in the areas of phonological awareness (including phonemic awareness), alphabet knowledge, letter sound knowledge, rapid naming, decoding, word recognition, spelling, oral vocabulary, vocabulary, listening comprehension, and, when developmentally appropriate for the pupil, oral reading fluency and reading comprehension (Wis. Stat. §§ 118.016(1)(b)). A diagnostic assessment also includes a family history survey.

Family history survey refers to a questionnaire that includes questions about previous recommendations for summer reading support or outside tutoring, general interest in reading and books, family history of characteristics of dyslexia, and any known family struggles in reading or spelling (Wis. Stat. §§ 118.016(1)(d)).

Fundamental skills screening assessment refers to a 4K screener that evaluates whether a student possesses phonemic awareness and letter sound knowledge (Wis. Stat. §§ 118.016(1)(f)).

Funds of knowledge refer to the life experiences, “skills, and learning that have been historically and culturally developed to enable an individual or household to function within a given culture” (WI DPI, n.d., p.2).

Goals and benchmarks refer to the goals and benchmarks for the pupil's progress toward grade-level literacy skills. (Wis. Stat. §§ 118.016(5)(a)1.b).

Inadequate rate of progress refers to a student's rate of improvement that is minimal and that with continued intervention the pupil is unlikely to demonstrate grade-level skills by the end of the school year (Wis. Stat. §§ 118.016(5)(c)).

Interventions refer to the following: 1) explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the area of deficit that targets the specific needs of the student without presuming prior skills or knowledge; 2) individualized instruction to

meet the specific needs of a student in a setting that uses intensive highly concentrated instruction methods and materials that maximize pupil engagement; and 3) instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and pupil practice (Wis. Stat. §§ 118.016(1)(i)).

Reading readiness assessment refers to a fundamental skills screening assessment, universal screening assessment, or diagnostic assessment (Wis. Stat. §§ 118.016(1)(k)).

Science-based early reading instruction refers to systematic & explicit instruction that consists of at least all the following: phonological awareness, phonemic awareness, phonics, building background knowledge, oral language development, writing, comprehension, vocabulary building, reading fluency (Wis. Stat. §§ 118.015(1c)(b)).

Strategy for monitoring progress refers to a plan to monitor the pupil's progress at least weekly using the method described in the pupil's personal reading plan to determine whether the pupil demonstrates an inadequate rate of progress (Wis. Stat. §§ 118.016(5)(a)3).

Universal instruction refers to the academic and behavioral curriculum and instruction deemed critical, delivered to all students, and expected to meet the needs of most students in a school (Wisconsin DPI, n.d.).

Universal screening assessment refers to a 5K-3 assessment that evaluates a pupil's skills in phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, and oral vocabulary (Wis. Stat. §§ 118.016(1)(L)).