



2023 Wisconsin Act 20
Personal Reading Plan Toolkit

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Wisconsin Department of Public Instruction

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Personal Reading Plan Toolkit

2023 Wisconsin Act 20 (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 educational teams to identify those students' literacy strengths and needs in order to develop personal reading plans to advance their early literacy proficiency. At minimum, these personal reading plans for 5K-3rd grade students must include the following components:

- Universal instruction
- Areas of literacy skill needs
- Literacy goals and benchmarks
- Reading interventions and instructional services
- Progress monitoring
- Additional instructional services
- Support strategies for the parents/caregivers
- Signature of parents/caregivers after reviewing the plan

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 personal reading plan toolkit.

The *Wisconsin Act 20 Personal Reading Plan Toolkit* offers four resources to assist schools and districts developing and implementing personal reading plans. These resources include:

Tool 1: Personal Reading Plan Guidance

Tool 1 (see p. 6) offers guidance related to creating and implementing personal reading plans.

Tool 2: Sections of the Template

Tool 2 (see p. 9) serves as a guide to support school teams in understanding the state statutes that align to each section of the personal reading plan template.

Tool 3: Wisconsin Act 20 Personal Reading Plan Template

Tool 3 (see p. 10) provides school/district teams an example of how to organize a personal reading plan. 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 personal reading plans. Therefore, schools/districts may use or revise the reading plan template based on their needs.

Tool 4: Personal Reading Plan Resource Library

Tool 4 (see p. 16) is an annotated bibliography of resources that have been identified to further support the development and implementation of personal reading plans. 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 personal reading plans.

Tool 5: Personal Reading Plan Reflection

Tool 5 (see p. 21) is a resource designed for teams to use as they reflect on their personal reading plan templates and implementation processes.

In summary, this toolkit aims to promote early literacy instruction tailored to students who score below the 25th percentile on the state reading readiness assessment in order to identify their unique strengths, needs, interests, and experiences. Furthermore, this toolkit encourages collaboration among families, educators, and administrators to collectively support students in the attainment of grade-level literacy proficiencies.

Tool 1: PRP Guidance

Tool 1 provides guidance related to personal reading plans for children in grades 5K-3. For additional information, visit <https://dpi.wi.gov/wi-reads/act-20-faq>.

When does the personal reading plan (PRP) need to be created?

A student who falls below the 25th percentile on the fall reading screener must be administered a diagnostic assessment by the second Friday in November. Following, a PRP must be developed for the student by the third Friday in November. For winter and spring screening assessments, if a child who has never scored below the 25th percentile now does, a PRP must be developed within 10 days after the screening assessment.

Are students with Individualized Education Programs (IEPs) required to have personal reading plans?

A student with an IEP who scores below the 25th percentile on a state reading readiness assessment must receive a PRP. If the student is already receiving specially designed instruction in reading, the IEP team may consider incorporating the PRP into the IEP. For additional information, visit <https://dpi.wi.gov/wi-reads/act-20-students-ieps>

Can an English Learner's individual language plan (ILP) be considered an Act 20 personal reading plan?

An EL student's personal reading plan may be combined with their ILP. This plan must include how the PRP requirements will be met, including ensuring that the school/district will provide a copy of the plan to the parents/caregivers and communicate progress updates every 10 weeks. The combined ILP must address both the language-learning and reading goals and provide the interventions and supports necessary to meet them. Collaboration among EL educators, reading teachers/interventionists, classroom teachers, and parents/caregivers is necessary to develop a plan that meets both the language and literacy needs.

Do schools have to notify families about the personal reading plan (PRP)?

Local education agencies (public schools & independent charter schools) must provide a copy of the PRP to the child's parents/caregivers and obtain a copy of the PRP signed by the parent(s)/caregiver(s). Parents/caregivers must also receive progress updates after every ten weeks of intervention until the student's parents/caregivers and the school team determine that the PRP goals have been met.

How do students exit a personal reading plan?

Wis. Stat. §§ 118.016 states that a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if the family or caregivers and the school agree the student has met the goals in the personal reading plan and the student score at or above grade-level on the reading portion of the Wisconsin Forward exam in grade 3 (118.016(5)(d)). This is the only place Wis. Stat. §§ 118.016 details completion of a personal reading plan.

Therefore, local education agencies (LEAs) may set their own processes for exiting personal reading plans once a student reaches grade-level proficiency. These processes could include:

- articulating exit criteria in the local early literacy remediation plan.
- establishing child-specific teams with parents/caregivers as equal partners to make decisions about a child's literacy instruction, including decisions about exiting a personal reading plan.
- using varied data sources to understand a student's literacy progress relative to grade-level standards.
- applying a process for educators and parents/caregivers to discuss formal and informal literacy data to reach agreement about what supports are needed in universal instruction, reading intervention, and progress monitoring.
- setting benchmarks for exiting a personal reading plan in the personal reading plan.
- including details about what sorts of supports and monitoring may need to stay in place temporarily after exiting a personal reading plan.

LEAs should note that Wis. Stat. §§ 118.016 defines adequate progress in 5K as demonstrating proficiency in nonword or nonsense word fluency and phoneme segmentation; in grades 1-2, proficiency in oral reading fluency; and in grade 3, proficiency in oral reading fluency and on the state summative reading assessment. LEAs have the authority to select tools and strategies for monitoring skill progress and should refer to assessment manual(s) to identify benchmarks for grade-level proficiency.

What are the requirements for progress monitoring?

Act 20 requires schools to monitor a student’s reading progress weekly to ensure progress toward grade level reading skills. The PRP team must identify the plan for monitoring the student’s reading goals and review progress to ensure progress. Local education agencies (public schools and independent charter schools) may select the methods and tools for monitoring the goals identified in the PRP. Per Act 20, adequate progress in 5K means demonstrating proficiency in nonword or nonsense word fluency and phoneme segmentation; in grades 1-2, proficiency in oral reading fluency; and in grade 3, proficiency in oral reading fluency and on the state summative reading assessment. Note: “Progress monitoring” in Act 20 differs from progress monitoring required for special education evaluation when considering specific learning disability.

Tool 2: Sections of the Template

This tool explains the sections of the personalized reading plan template. Specifically, the left column lists sections from the personal reading plan template, and the right column shares the relevant state statutes.

Personal Reading Plan Sections	Act 20 Requirements
Universal Instruction	<ul style="list-style-type: none"> 118.016(5)(a)1.e: Ensure that each child receives science-based early reading instructional programming, as defined in s. 118.015 (1c)(b).
Culturally Inclusive Early Literacy Assessment Data	<ul style="list-style-type: none"> 118.016(5)(a): Any student in 5-year-old kindergarten to 3rd grade identified as at-risk based on a universal screening assessment or diagnostic assessment.
Overall Early Literacy Analysis	<ul style="list-style-type: none"> 118.016(5)(a)1.a: The pupil's specific early literacy skill deficiencies, as identified by the applicable assessment.
Child-Centered Implementation Plan	<ul style="list-style-type: none"> 18.016(5)(a)1.b: Goals and benchmarks for the pupil's progress toward grade-level literacy skills. 118.016(5)(a)1.c: How the pupil's progress will be monitored. 118.016(5)(a)1. d: A description of the interventions and any additional instructional services that will be provided to the pupil to address the pupil's early literacy skill deficiencies.
Additional Recommendations for Culturally Relevant Early Literacy Learning	<ul style="list-style-type: none"> 118.016(5)(a)1.g: Any additional services available and appropriate to accelerate the pupil's early literacy skill development. 118.016(5)(a)1. f: Strategies the pupil's parent is encouraged to use to help the pupil achieve grade-level literacy skills.
Signatures	<ul style="list-style-type: none"> 118.016(5)(a)4: Provide a copy of the pupil's personal reading plan to the pupil's parent and obtain a copy of the pupil's personal reading plan signed by the pupil's parent.
Record of Attendance & Progress	<ul style="list-style-type: none"> 118.016(5)(a)3: 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.
Progress Update for Parents/Caregivers & Next Steps	<ul style="list-style-type: none"> 118.016(5)(a)5: After providing the interventions described in the pupil's personal reading plan to the pupil for 10 weeks, notify the pupil's parent of the pupil's progress, as determined under the pupil's personal reading plan

Tool 3: PRP Template

The *Personal Reading Plan Template* (see p. 10) provides school teams (e.g., educators, administrators, parents/caregivers) with an example of a personal reading plan. Please see editable template:

https://docs.google.com/document/d/1xDPkiDAqI_VXfjMLuoxQ9rI74buPuLu4tA9GMt94QR8/copy

To create a personal reading plan template, school/district teams may want to consider the following steps:

1. Assemble a team of parents/caregivers with children in grades 5K-3 and educators familiar with the district's early literacy equitable multi-level systems of support.
2. Review *Tool 1: Personal Reading Plan Guidance* (see p. 6) and *Tool 2 Sections of the Template* (see p. 9) to understand the criteria for personal reading plans. Consider using the toolkit's glossary (Appendix A) and *Tool 4: Personal Reading Plan Resource Library* (see p. 16) for additional support.
3. Review the *Personal Reading Plan Template* (see p. 10) and determine the language and format that would best clarify the required components for their students' reading plans.
4. Consider these questions:
 - a. What systems and structures are needed in your school/district to analyze data, communicate with families, develop and implement personal reading plans, and monitor student progress?
 - b. How will the plan support the student's literacy background for overall literacy advancement?
 - c. How will parents/caregivers be involved in developing the template and plan?
 - d. How will the team ensure the content is accessible to families?
 - e. How can existing student information systems be utilized within the implementation of the plans?
5. Determine any needs for professional development and/or additional materials.
6. Share information about the process and next steps with all pertinent educators and educational partners.
7. Link the template to the early literacy remediation plan posted on the district's website.
8. Implement the template and regularly meet for review to make any necessary revisions.

5K-3 Personal Reading Plan Template

Date Initiated: ____

Photo of Child: ____

Section 1: Child Information	
Name:	DOB:
School:	Current Grade:
Language(s):	
Student Interests, Strengths, & Additional Relevant Information:	
Additional Student Information from Parents/Caregivers:	
Additional Supports & Programs (including academic, behavioral, & mental health) ___ Individual Education Plan ___ 504 Plan ___ Gifted Education Plan ___ EL Plan If yes, what is the English Language Proficiency (ELP) Level? ____ ___ Other:	

Section 2: Team Information
Parent(s)/Caregiver(s):
Parent(s)/Caregiver(s) Preferred Language(s) & Mode(s) of Communication:
Classroom Teacher:
Reading Teacher/Specialist:
Other Teachers (e.g., special education, multilingual learner educator):
Team Member(s) Responsible for Plan Implementation:

Section 3: Universal Instruction
Y/N: The child participates in culturally inclusive universal science-based early reading instruction.
Differentiated supports available to the child within classroom literacy instruction:

Section 4: Culturally Inclusive Early Literacy Assessment Data			
	Fall	Winter	Spring
Relevant Literacy Data <i>(e.g., Access scores, formative assessment data; links to digital data such as videos & images)</i>			
Screening Results	Date: Screener	Date: Screener: Results:	Date: Screener: Results:
Diagnostic Results <i>One or more diagnostic assessments may be used following the screening assessment.</i>	Date: Diagnostic Tool(s): Results:	Date: Diagnostic Tool(s): Results:	Date: Diagnostic Tool(s): Results:

Section 5: Overall Early Literacy Analysis		
Date:	Date:	Date:
Area(s) of Early Literacy Strength:	Area(s) of Early Literacy Strength:	Area(s) of Early Literacy Strength:
Opportunities for Early Literacy Growth:	Opportunities for Early Literacy Growth:	Opportunities for Early Literacy Growth:

Section 6: Child-Centered Implementation Plan		
Success Criteria	Intervention Plan	Monitoring Plan
Goal: Adequate Rate of Progress Indicator: Benchmark(s): Exit Criteria:	Intervention: Intervention Provider: Start & End Date: Frequency: Length of Session: Group Size:	

Section 7: Additional Recommendations for Culturally Relevant Early Literacy Learning
Recommendations for School Professionals from Parent(s)/Caregiver(s): Recommendations for Parent(s)/Caregiver(s) from School Professionals: Recommendations for Additional Services & Resources in the Community:

Section 8: Signatures
<p>The student’s personal reading plan has been reviewed by the teacher, administrator, parent(s)/caregiver(s), and other pertinent staff as indicated by each signature below.</p> <p>Name: _____ Title: _____ Signature: _____ Date: _____</p> <p>Name: _____ Title: _____ Signature: _____ Date: _____</p> <p>Name: _____ Title: _____ Signature: _____ Date: _____</p> <p>Name: _____ Title: _____ Signature: _____ Date: _____</p> <p>Name: _____ Title: _____ Signature: _____ Date: _____</p>

Section 9: Record of Attendance & Progress	
Week 1	Date: _____ Attendance: _____ Data/Notes: _____
Week 2	Date: _____ Attendance: _____ Data/Notes: _____
Week 3	Date: _____ Attendance: _____ Data/Notes: _____
Week 4	Date: _____ Attendance: _____ Data/Notes: _____
Week 5	Date: _____ Attendance: _____ Data/Notes: _____
Week 6	Date: _____ Attendance: _____ Data/Notes: _____
Week 7	Date: _____ Attendance: _____ Data/Notes: _____
Week 8	Date: _____ Attendance: _____ Data/Notes: _____
Week 9	Date: _____ Attendance: _____ Data/Notes: _____
Week 10	Date: _____ Attendance: _____ Data/Notes: _____

Section 10: Progress Updates for Parents/Caregivers & Next Steps

Describe the student's response to the PRP and next steps in the plan.

After ten weeks of implementing the literacy intervention outlined in the student's personal reading plan, progress was reviewed by the parent(s)/caregiver(s), administrator(s), teacher(s), and other relevant staff as evidenced by the signatures below.

Name: _____ Title: _____ Signature: _____ Date: _____

Name: _____ Title: _____ Signature: _____ Date: _____

Name: _____ Title: _____ Signature: _____ Date: _____

Name: _____ Title: _____ Signature: _____ Date: _____

Name: _____ Title: _____ Signature: _____ Date: _____

Tool 4: PRP Resource Library

Tool 3 is an annotated bibliography organized alphabetically. Each citation includes information that is relevant to the development and implementation of a personal reading 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.

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.

Conner, C., Allor, J. H., Henry, A. R., Al Otaiba, S., & Ortiz, M. B. (2023).

Planning and implementing effective language and reading comprehension instructional techniques for students with autism spectrum disorder and cognitive disabilities. *The Reading Teacher*, 77(1), 47–58. Portico. <https://doi.org/10.1002/trtr.2207>

This article describes four instructional techniques to advance language and literacy development for children with disabilities.

Courchaine, T., Jones, L., McCart, A., Skelton, S.M., Ward, C., & Woods, K. (2022). *Increasing equity in education through stage-based implementation of universal design for learning in a multi-tiered system of support*. Great Lakes Equity Center, CAST, National Implementation Research Network, and SWIFT Education Center.

<https://nirn.fpg.unc.edu/resources/increasing-equity-education-through-stage-based-implementation-universal-design-learning>

This brief specifies the application of intentional systematic approaches for heightened equitable literacy outcomes.

Dombek, J. L., Foorman, B. R., Garcia, M., & Smith, K. G. (2016). *Self-study guide for implementing early literacy interventions* (REL 2016-129). 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/3731>

This study guide provides reflective questions and templates in order to improve the effectiveness of early literacy interventions.

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/Docs/PracticeGuide/rti_reading_pg_21809.pdf

This IES practice guide identifies evidence-based strategies through a Response to Intervention (RtI) framework to increase reading outcomes in the primary grades.

Nash, K.T., Arce-Boardman, A., Peele, R.D., Elson, K. (2022). *Culturally sustaining language and literacy practices for pre-k-3 classrooms: The children come full.* Teachers College Press.

This text identifies research-based practices for culturally and linguistically sustaining literacy instruction to advance literacy learning outcomes in 4K-third grade.

Pressley, T. (2023). *Reading instruction that works: The case for balanced teaching* (5th ed.). The Guilford Press.

Drawing from the science of reading, this book equips educators with comprehensive literacy knowledge to effectively address varied literacy needs.

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 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.

The Swift Center. (2016, March 15). *Swift in 60: Inclusive academic instruction.* <https://youtu.be/u54j-tZ6v8k>

This video with a related discussion guide (see <https://swiftschools.org/docs/discussion-guide-inclusive-academic-instruction/>) presents examples of inclusive academic practices for literacy instruction.

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 (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. (n.d.). *Wisconsin Act 20 FAQ*.

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

This FAQ page is designed to address ongoing questions related to the implementation of Act 20.

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

https://dpi.wi.gov/sites/default/files/imce/sped/EssentialElementsELA022_1.pdf

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

Wisconsin Department of Public Instruction. (n.d.). *Wisconsin's*

framework for equitable multi-level systems of support.

<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.

Tool 5: Reflecting on PRPs

School/district teams are invited to use the following reflective questions to guide discussions related to personal reading plans. These questions are designed to help teams critically examine their current practices, involve families as critical partners, and utilize students' cultural and linguistic assets to enhance literacy learning.

- Does our personal reading plan template comply with the requirements in 2023 Wisconsin Act 20?
- In what ways were families involved in the development of the personal reading plan template, and how can we ensure their ongoing participation and feedback?
- How can we build on our strengths to enhance our school/district's systems and structures to effectively analyze literacy data, communicate with families, develop and implement personal reading plans, and monitor student progress?
- What connections and documentation have been made by educators who instructed students in previous school years in order to ensure clarity and continuity in personalizing reading plans over time?
- Does our process include utilizing multiple forms of data, including qualitative and quantitative sources, to create a holistic picture of a student's literacy strengths and opportunities for growth?
- How do we bring each student's parent(s)/caregiver(s) into the process so that they can share relevant knowledge about their child's home language(s), beliefs, values, and practices for a more purposeful and personalized reading plan? How do we ensure communication is family friendly (e.g., no jargon, translations make sense to families)?
- How are we ensuring students are engaged and motivated during universal literacy instruction and interventions?
- What processes are in place for making timely adjustments to interventions?
- What ongoing professional development and support are we providing staff involved in collaboratively developing and implementing personal reading plans?

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/excforall>

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)).