

Early Literacy Plan

The information below is intended to inform parents, caregivers, and the community about how the Rosendale-Brandon School District is meeting the requirements of Act 20. This legislation aims to improve early literacy outcomes and ensure more students are reading at grade level by the end of third grade. The district is implementing targeted strategies and supports to help students develop strong reading skills, with a focus on providing personalized reading plans and ongoing progress monitoring. By working together with families, the district is committed to fostering reading success for all students. Additional information can be found on the [Act 20 Legislation](#) page or at [WI DPI - Wisconsin Reads](#).

Overview: RBSD's Early Literacy Support Process

RBSD is committed to high levels of learning for every student. This includes our pursuit of every student reading at or above grade level. The following is an overview of our process to support learners at the 5K-3 grade levels.

- Students are provided grade level instruction in literacy using our approved literacy resource. The grade level teacher(s) provide additional instruction for students who are not meeting essential learning targets.
- Each student is administered the state determined reading readiness screener three times per year. One is administered in the fall, one in mid-year, and one in the spring. Families are notified of the assessment results.
- Students who score below the 25th percentile on this assessment will have additional assessments administered, referred to as diagnostic assessments, by a qualified reading teacher. The purpose is to more specifically determine the literacy needs of the student. Families are notified of the assessment results.
- Students who are required to participate in additional diagnostic assessment will also have a Personal Reading Plan developed. This plan will be developed by a qualified reading teacher. This plan will include a student-specific goal, a progress monitoring plan, and an action plan. Depending on individual need, this plan may include research-based interventions for the student in addition to their daily grade-level instruction.
- Students who, by the end of their third grade year, do not complete their personal learning 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.*

Reading Readiness Screener

The State of Wisconsin selects and provides the reading readiness screener through the Department of Public Instruction. AimswebPlus is the current Reading Readiness Screener utilized in grades 4K-3.

Diagnostic Assessments

The Rosendale-Brandon School District has selected aimswebPLUS to provide additional diagnostic screening to students whose data indicates it is necessary. AimswebPLUS is also used to progress monitor students according to the needs specified in the personal reading plan.

Establishing a Framework for Assessment and Evaluation

The board recognizes the importance of data-driven decision-making in ensuring high-quality early literacy instruction. To achieve this, a comprehensive framework is established that integrates assessment results, curriculum evaluation, and instructional improvements.

- Key Components:
 - Assessment Schedule: A well-defined schedule for administering literacy assessments at various points during the academic year (fall, winter, and spring) is utilized. This includes state-mandated assessments, as well as formative and diagnostic assessments.
 - Data Collection: The school collects and stores assessment data systematically to track student progress over time. The data includes phonemic awareness, phonics, fluency, vocabulary, and comprehension, aligned with state standards.
 - Stakeholder Involvement: Teachers, reading teachers, and school leadership collaborate in reviewing and interpreting the assessment results.

Wisconsin Informational Guidebook for Dyslexia and Related Conditions

Click the following link to view the DPI Guidebook: [Wisconsin Informational Guidebook for Dyslexia and Related Conditions](#)

Act 20 Promotion Policy Requirement

Schools must have a policy for promotion from 3rd to 4th grade, based on a DPI model policy, by July 1, 2025. This would go into effect September 1, 2027.