

Edgar School District – Edgar Elementary School

Act 20 Early Literacy Remediation Plan

Section 1: Introduction

Publication Date: MAY 2025

District Mission:

The School District of Edgar provides a safe and positive environment and is committed to continuous improvement for all students, staff and community members. Edgar Excellence embodies leadership in: curriculum & instruction, technological integration & innovation, collaboration & co-curriculars. We prepare all of our graduates to be college and career ready.

District Vision:

The Edgar Excellence environment will ensure a rigorous learning experience that equips our students for success in a global society.

District Values:

The School District of Edgar values:

EDGAR EXCELLENCE... Pride and Tradition!! Respect & Responsibility, Teamwork, Hard work & Integrity, Leadership, Critical Thinkers and Acceptance of All

Early Literacy Vision and Mission:

Vision: Create and provide a learning environment that develops foundational skills, promotes a love of reading and creates equitable access to high-quality instruction for all students.

Mission: Create a community of learners that supports diverse learners by supporting oral language development, developing reading comprehension, and fostering writing skills.

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:

Edgar Elementary School uses WONDERS (McGraw Hill) as our core reading program. WONDERS is an evidence-based K-5 ELA program that empowers students to take an active role in learning and exploration

through literacy. Students will enjoy unparalleled opportunities to express and assess themselves through reading, writing, and speaking. Our reading block is 120 minutes daily. Each classroom supplements the foundational skills with either HD Really Great Reading in grades 5K-3 (5K Countdown, 1st Blast, 2nd-3rd HD) and SRA Spelling with Morphographs for grades 4-5 for 30 minutes daily.

- Countdown for 5K builds kindergarteners’ foundational literacy skills through engaging, multi-sensory, evidence-based instruction. The program enhances phonemic awareness, phonics, and vocabulary development, making early reading exciting and achievable.
- Blast for 1st grade accelerates first-grade reading development with targeted, systematic instruction. Through engaging, research-backed, multi-sensory lessons, the program builds decoding skills, fluency and confidence in young readers.
- HD for grades 2-3 supports fluent reading that leads to strong comprehension.
- SRA for grades 4-5 uses direct instruction methodology and teaches research-proven strategies to accurately spell 500 morphographs resulting in the ability to spell over 12,000 words. This program also empowers vocabulary growth.

Each day also includes a 30-60-minute WIN time (what I need) where students may meet with different teachers/specialists in small groups to help progress in specific skills identified in either aimswebPlus or curriculum based assessments.

The ELA curriculum is on a 5-year cycle where the K-12 teachers map out their identified curriculum and align with the Wisconsin State Standards. High quality PD is woven into the curriculum cycle as well as the PD calendar.

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> <p>Fall Window: October Winter Window: January Spring Window: April</p>	<ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter that will be sent within 15 days of scoring the statewide early literacy screener. • Reports will be sent three times per year in the fall, winter and spring. • Please notify the school of your preferred language and mode of communication and ensure contact information is up to date.
<p>Statewide K-3 Universal Screener <i>Pearson aimswebPlus</i> (phonemic awareness, letter- sound knowledge, alphabetic knowledge, decoding, & oral vocabulary)</p> <p>Screening Windows/Dates:</p> <p>Fall Window: October</p>	<ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter that will be sent within 15 days of scoring the statewide early literacy screener. • Reports will be sent three times per year in the fall, winter and spring. • Please notify the school of your preferred language and mode of communication and ensure contact information is up to date.

Winter Window: January Spring Window: April	
Diagnostic Literacy Assessments	
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).	

Skill area	Assessment title(s)	Description
Rapid naming	Letter Naming Fluency (LNF)	Measures a student’s knowledge of upper-and lower-case letters.
Phonological awareness	Phoneme Segmentation (PS) PAST	Measures a student’s phonemic awareness. Your child will listen to a word that is spoken by the teacher and then say each sound they hear in the word.
Decoding Skills	CORE Phonics Screener	Measures a student’s ability to decode words with specific phonics patterns.
Word recognition	Word Reading Fluency (WRF)	Measures a student’s ability to read sight words with automaticity.
Spelling	Spelling Inventory (SP)	Measures a student’s ability to spell words with phonics skills presented throughout K-3rd grade.
Reading comprehension	Reading Comprehension (RC)	Measures a student’s understanding of grade level text.
Listening Comprehension	Listening Comprehension (LC)	Measures the ability to understand text that is designed to be read.

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:

Literacy Skill(s)	Intervention Strategy or Resource(s)
Phonological Awareness	Skill Specific: Strategy-based intervention Really Great Reading double dose (Launchpad, Blast, HD) UFLI

Phonemic Awareness	Skill Specific: Strategy-Based Intervention Really Great Reading double dose (Launchpad, Blast, HD) UFLI
Phonics/Alphabet Knowledge	Skill Specific: Strategy-Based Intervention Really Great Reading double dose (Launchpad, Blast, HD) UFLI REWARDS Phonics for Reading
Fluency/Decoding	Skill Specific: Strategy-Based Intervention Repeated Reading
Comprehension	Skill Specific: Strategy-Based Intervention Repeated Reading
Vocabulary	Skill Specific: Strategy-Based Intervention

Personal Reading Plans

Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan includes (see attached):

- 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).

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. Please see the attached personal reading plan for Edgar. Edgar will meet in person for the initial meeting to review the reading plan. All subsequent meetings will either be in person or via phone.

Families/caregivers can expect to receive updates about the student's progress at least every 10 weeks following each screener window (fall, winter, spring).

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

[WI Informational Guidebook on Dyslexia](#)

There is a broad range of characteristics of dyslexia and many different underlying causes or reasons students may exhibit these characteristics. They are often in connection with reading and other literacy-related skills. The School District of Edgar uses science-based curriculum and interventions to address the broad range of characteristics. We look at where students are struggling and tailor this instruction to individual needs within whole group and small group settings.

Promotion Policy

Required by July 1, 2025

Summer Reading Support

Students in grade 3 that score below the 25%ile will be offered reading interventions during summer school.

Exit Criteria

Students that have personal reading plans will be exited from their plans when they have scored at or above the 30%ile on a universal literacy screener. Teachers will work with parents to determine continued needs.

Section 4: Strategic Use of Data

Early Literacy Instructional Evaluation Process

Data will be shared with community stakeholders to determine effectiveness of curriculum and future needs. Edgar School District evaluates early literacy instruction utilizing formal standardized tests, diagnostic measures, informal classroom assessments, and observation data to obtain a comprehension picture of learning for all students. The reading teachers in conjunction with the leadership team conducts an annual evaluation of Edgar's comprehensive literacy curriculum.

Section 5: Family & Community Engagement

Family Notification Policy

[Family Letter](#)

Family & Community Engagement Strategies

Families will have the opportunity to participate in their child's personal reading plan through face to face meetings with teachers, parent informational meetings and phone, virtual or written communications.

Families/caregivers and communities are active partners in achieving the goal of literacy success for every learner. Actions to promote learner success:

- Communicate with teachers frequently to learn about your child's progress and next steps
- Tips for reading with your child at home
 - [Why is reading aloud with your child so important?](#)
 - [How to choose the right fit book for your child](#)

- [Beginning reader tips \(video\)](#) [\(printout English\)](#) [\(printout Spanish\)](#)
- [Reading with your 1st-5th grader](#)
- Practice letter naming and letter sounds
 - [PreK-1 \(video\)](#)
 - [Grades 2-6](#)
- Activities to strengthen rhyming, word awareness
 - [Learning Activities](#)
- Handwriting
 - [Correct letter formation](#)