



School District of Oakfield's Early Literacy Plan

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](#)

Benchmark Advanced is the Universal Instruction for 4K-3rd grade

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

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).

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:

Sonday System 1 and 2

[Wisconsin's Informational Guidebook on Dyslexia Related Conditions](#)

Personal Reading Plans

- Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan (see link) includes:
 - 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;
 - record of communication with parent/caregiver(s)
- The school will provide a copy to families/caregivers no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by parent/teacher.
- Families/caregivers can expect to receive updates about the student's progress at least every 10 weeks.

PO5411 - THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS

Introduction

This policy governs the promotion of students from 3rd grade to 4th grade in accordance with 118.33, Wis. Stats. The policy applies to all students being considered for promotion from 3rd to 4th grade, effective on September 1, 2027.

The District intends to make promotion decisions based on a thorough and equitable process that considers individual student needs in reading. For any student who has not completed their personal reading plan by the end of 3rd grade, a team will determine whether retention or promotion to 4th grade, with intensive instructional support, progress monitoring, and supports to remediate the identified areas of deficiency, is in the student's best interest. The determination process will consider relevant factors such as reading proficiency, social and emotional development, and available supports.

Definitions

"Personal Reading Plan" means a reading plan provided for five (5) year-old-kindergarten to third grade students that are identified as at risk based on a universal screening assessment or diagnostic assessment, in accordance with 118.016(5), Wis. Stats.

"Limited English-Proficient Student" means a student whose ability to use the English language is limited because of the use of a non-English language in the student's family or the student's daily,

non-school surroundings, and who has difficulty in performing ordinary classwork in English as a result of such limited English proficiency.

"Completed" - means a student who has "completed" their personal reading plan if the student's parent(s) and the District agree that the student has met the goals outlined in the personal reading plan and the student scores at grade-level in reading on a summative assessment.

Promotion of Third Grade Students with Personal Reading Plans

For any student who has not completed their personal reading plan by the end of the student's third grade year, the District will engage in a process to determine whether to promote that student to the fourth grade. The District will not promote a student from third to fourth grade who has not completed their personal reading plan by the end of third grade unless the District, in consultation with the student's parent(s), believes retention is not in the best interest of the student.

In reaching the decision to promote or retain the student, the District will carefully consider all relevant factors, including but not limited to:

- A. Whether a team of interested individuals, including the parent(s) of the student and school representatives who have knowledge of the reading instruction, supports, and interventions provided to the student, believe promotion is in the best interest of the student;
- B. All relevant and available data demonstrating the student's response or progress to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals;
- C. Why the student has not completed their personal reading plan;
- D. Whether or which alternatives to retention can help support the student to achieve reading proficiency;
- E. Any other factor(s) relevant in deciding whether to retain or promote a student;
- F. Those factor(s) or conditions considered elsewhere in District policy or administrative guidelines pertaining to student promotion and retention;
- G. Whether the student is eligible for an exception contained under this policy;
- H. The potential long-term adverse risks of retention.

Based on the comprehensive evaluation of factors above, the District will make one of the following determinations:

Promotion: Promotion to fourth grade with applicable supports and services is more appropriate than retention to third grade.

- A. Promotion: The student's non-completion of their personal reading plan was not primarily due to the student's lack of reading proficiency.
- B. Promotion: The District recommends retention with applicable supports and services but the student's parent(s) do not agree with the District's recommendation.
- C. Retention: The District determined that, in consultation with the student's parent(s), retention with applicable supports and services is more appropriate than promotion to fourth grade.

Promoting Students with Incomplete Personal Reading Plans

If the District promotes a third-grade student who has not completed their personal reading plan by the end of third grade, the District shall conduct all of the following post-promotion requirements:

- A. In the following and subsequent school year(s) provide intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency until the student scores at grade level in reading on a summative assessment;
- B. Notify the student's parent(s), in writing, that the student did not complete their personal reading plan, including a description of the instructional services and supports that will be provided to the student to remediate the identified areas of deficiency; and

- C. Provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

Exceptions to Post-Promotion Requirements

The following are good cause exceptions. Any student who meets one or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements:

- A. The student is identified as a Limited-English Proficient student as per the definition included in this policy;
- B. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the State summative assessment in reading is appropriate for the student;
- C. The student scores as proficient in reading on the alternative Statewide standardized summative assessment;
- D. The student has an IEP or Section 504 plan under the Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than two (2) years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades one, two, or three;
- E. The student has received intensive reading interventions for two (2) or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades one, two, or three for a total of two (2) years.

Mid-Year Enrollment/Transfers

Any student who enrolls as a third-grade student late in the school term without any accompanying record of a personal reading plan shall be promoted to fourth grade under the criteria that the student did not have a personal reading plan in effect at the end of third grade.

If a student transfers into a school enrolled as a fourth-grade student and the provided records indicate the student may have met requirements to be retained in third grade (e.g., incomplete personal reading plan), the District shall provide all supports and services that the student would have otherwise received as a post-promotion requirement including intensive instructional services, progress monitoring and supports to remediate the identified areas of deficiency, parent notification, and an intensive summer reading program each summer until the pupil scores at grade-level in reading on a summative assessment.

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Legal

118.016(4)(5), Wis. Stats.

118.33(5m)(a), Wis. Stats.

Summer Reading Support

Continued Intervention Plan: For students who have not met their goals in a personal reading plan by the completion of third grade, parents will be provided with a continued intervention plan. This will include a recommendation for an intensive summer reading intervention program.