

**West Bend School District's
Early Literacy Remediation Plan**

Section 1: Introduction

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District Mission & Vision:

Mission: Preparing All Students for College Readiness AND Career Success

Vision: Excellence for All

Early Literacy Vision & Mission:

In the West Bend School District, we envision a future where ALL students are proficient in literacy, equipped with the essential skills to comprehend, analyze, and express themselves effectively in a rapidly evolving world. Instruction grounded in the latest research and understanding of structured literacy ensures that each learner receives the support they need to become skilled readers preparing them for College Readiness AND Career Success.

Key Elements of Our Vision:

1. Research-Based Practices: We are committed to implementing evidence-based strategies informed by the science of reading research. Our instructional methods draw upon validated principles that encompass phonemic awareness, phonics, fluency, vocabulary, and comprehension.

2. Universal Instruction: We understand that each student has unique learning needs and trajectories. Our structured literacy approach is tailored to accommodate diverse learners. Through ongoing assessment and progress monitoring, we ensure that every student receives the support necessary to reach their full potential.

3. Early Intervention: Recognizing the critical importance of early intervention, we prioritize identifying and addressing literacy challenges in the foundational years. By implementing systematic screening and providing targeted support, we intervene early to prevent reading difficulties from escalating, empowering every child to build a strong literacy foundation.

4. Professional Development: We invest in the continuous professional development of our educators to equip them with the knowledge, skills, and resources needed to deliver high-quality literacy instruction. Our teachers receive professional development and coaching in evidence-based practices, assessment tools, and instructional strategies that align with the science of reading research, empowering them to create engaging and effective learning environments for all students.

5. Collaborative Partnerships: We recognize the importance of collaboration among educators, families, and community stakeholders in fostering literacy success. By engaging families as partners in their children's literacy development and

collaborating with the community, we create a cohesive network of support that extends beyond the classroom walls.

6. Continuous Improvement: We are committed to ongoing evaluation and refinement of our literacy practices to ensure effectiveness and responsiveness to the evolving needs of our students. Through data-driven decision-making and continuous feedback loops, we adapt and improve our practices to optimize student outcomes and promote equity in literacy achievement across our district.

In embracing this structured literacy vision, we empower every student to unlock the transformative power of literacy, enabling them to thrive academically, socially, and personally in an increasingly complex and interconnected world. Together, we build a community of learners who are prepared to meet the challenges and opportunities of the future with confidence and resilience.

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 5th Edition](#)
- [The 2020 Edition, WIDA](#)

[K-4 Amplify CKLA](#): Approved Resource by the Early Literacy Curriculum Council
[CKLA Scope and Sequence](#)

WBSD Literacy Experts include: District Literacy Specialist (317); 317-Reading Specialists; 316-Reading Teachers/Coaches. Each building has a Literacy Specialist with either a 316 or 317 licensure and a minimum of one Reading Intervention Specialist and/or Intervention Specialist-Aide

Section 2: Strategic Assessment Systems

Reading Readiness Screeners

West Bend School District Reading Screener Implementation:

The West Bend School District will establish its specific assessment windows for reading screeners based on the district's locally approved school year calendar. The district is fully responsible for ensuring that all learners in grades 4K through grade 3 complete the required reading screeners in accordance with the timelines outlined in Act 20.

4K Learners: All 4K learners in the West Bend School District will complete the fundamental reading skills screener twice during the school year:

- Fall Administration: On or before the 45th day of programming in the fall.
- Spring Administration: On or before the 45th day prior to the last day of programming in the spring.

5K through Grade 3 Learners: All learners in 5K through grade 3 within the West Bend School District will complete the universal reading screener three times annually:

- Fall Administration: On or before the 45th day of school in the fall.
- Mid-Year Administration: Once during the middle of the school year.
- Spring Administration: On or before the 45th day prior to the last day of school in the spring.

Important Note on "Days"

It's crucial to remember that under state law, "days" refers to calendar days. For example, if

the West Bend School District's first day of school is September 3rd, the fall screener must be administered on or before October 17th. Similarly, if the last day of school is June 5th, the spring screener must be administered on or before April 21st. The West Bend School District will meticulously track these calendar days to ensure full compliance with state requirements.

[2024-25 WBSD Assessment Calendar](#)

[2025-26 WBSD Assessment Calendar](#)

[4K-Grade 3 Act 20 Assessments](#)

Parent / Caregiver Communication

Families/caregivers will be provided the universal screener/early reading readiness student report through Skyward Family Access that will show assessment results within 15 days of scoring the screener.

Reports will be uploaded to Skyward Family Access three times per year, fall, winter, and spring with the exception of 4K which will be twice, once in fall and once in spring.

Please notify the school of your preferred language preference.

Diagnostic Literacy Assessments

Diagnostic assessments will be administered to students in grades K-3 who score below the 25th percentile on the subtests of the reading readiness screener or are referred for additional testing by a teacher or parent/caregiver. [4K-Grade 3 Act 20 Assessments](#)

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. [W K-Grade 3 Intervention Flowchart.docx](#)

Personal Reading Plan (PRP):

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

- early literacy assessment data
- overall early literacy analysis
- student goals and support plan
- student participation in science-based early literacy universal instruction
- additional services to accelerate early literacy skills
- recommendations for early literacy learning
- record of attendance and progress
- record of communication with parent/caregiver(s)

West Bend School District will provide a copy of the personal reading plan to families/caregivers as well as provide progress at least every 10 weeks.

Progress Monitoring:

- Using formative assessments in the classroom and FastBridge or aimswebPlus, progress monitoring will be completed on a weekly basis for 10 weeks measuring skills identified in the Personal Reading Plan (PRP).

Wisconsin's Informational Guidebook on Dyslexia & Related Conditions

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

Promotion Policy

[3rd to 4th Grade Promotion and Retention Policy](#)

Summer Reading Support

Per policy 345.41, beginning summer of 2026, students who have been promoted to 4th grade without having successfully completed a state-mandated personal reading plan will be offered an intensive summer reading program.

Exit Criteria

Students in Grade K-2 could be eligible to exit their Personal Reading Plan after close review of the goals and monitoring data. Review of data to determine exit criteria may include the 3-5 most recent & consecutive scores above the goal line. All applicable students will be case-by-case decisions.

3rd grade students who have a personal reading plan are considered to have completed the personal reading plan if parents/caregivers and the school agree the student has met the goals in the personal reading plan and the student scores at or above grade-level on the reading portion of the Wisconsin Forward exam in grade 3.

Section 4: Family & Community Engagement

Family Notification:

Families/caregivers will be provided the universal screener/early reading readiness student report through Skyward Family Access that will show assessment results within 15 days of scoring the screener.

Early literacy skills measured are:

- Initial sounds (4K, 5K)
- Identifying sounds in words (4K, 5K, 1st)
- Letter Naming (5K, 1st)
- Segmenting or breaking words into individual sounds (5K, 1st)
- Auditory Vocabulary (5K, 1st)
- Oral Reading (1st, 2nd, 3rd)
- Oral Vocabulary (2nd, 3rd)

[K-3 screening results letter](#) [4K screening results letter](#)

Family & Community Engagement Strategies:

Families and communities are active partners as key collaborators in achieving the goal of literacy success for every learner. West Bend School District includes families/communities in multiple ways:

- Family History Survey (embedded in screening results letter)
- Building Level Parent-Teacher Organization (Monthly)
- Building Level Family Newsletters (Monthly)
- West Bend School District Update (Weekly)
- Parent-Teacher Conferences (Twice a year)
- Building Level Family Information Nights

- Parent/Family/Community Volunteers
- Social Media

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process:

To ensure the effectiveness of the early literacy curriculum, the district reading specialist and literacy leaders will conduct an annual evaluation. This process will integrate various assessment data, including screeners, diagnostics, observations, and grade-level assessments, to pinpoint areas of student success and areas needing improvement. This analysis will guide decisions about supplemental support, resources, and potential curriculum revisions.