

Crivitz School District Act 20 Implementation Plan

Wisconsin Act 20 Requirements

- By July 1, 2025, all individuals employed as a 5K-3rd grade teacher of reading will need to begin a teacher reading training program that is endorsed by the Center for Effective Reading Instruction as an accredited independent teacher training program.
- All Wisconsin schools are required to provide science-based early literacy instruction in both universal and intervention settings. Science-based early literacy instruction is defined as instruction that is systematic and explicit and consists of all the following:
 - Phonological Awareness
 - Phonemic Awareness
 - Phonics
 - Building Background Knowledge
 - Oral Language Development
 - Vocabulary Building
 - Instruction in Writing
 - Instruction in Comprehension
 - Reading Fluency
- 4K students must be assessed twice during the school year using a fundamental skills screening assessment selected by the DPI. The first is to be completed by the 45th school day, and the second must be completed 45 days prior to the end of the school year.
- 5K-3rd grade students will be assessed three times during the school year using aimswebPLUS- as required by the DPI. The first is to be completed by the 45th school day, the second is to be completed mid year, and the third must be completed 45 days prior to the end of the school year.
- A diagnostic assessment must be used when a universal screening assessment indicates a pupil is at risk (below 25th percentile). This must occur no later than the second Friday of November for the fall assessment, or within 10 days after the 2nd universal screening. Diagnostic assessments must also be given within 20 days when a teacher or parent suspects a student has characteristics of dyslexia and submits a request.
- If a student scores below the 25th *%ile* on a universal screening assessment or diagnostic assessment, they are identified as at-risk and a Personal Reading Plan (PRP) must be created that includes:
 - The specific early literacy skill deficiencies.
 - Goals and benchmarks for the pupil's progress toward grade-level literacy skills.
 - How progress will be monitored, a description of interventions, and additional instructional services being provided.
 - The science-based reading programming the teacher will use.
 - Strategies for the parent to support grade-level literacy skills, and any additional services available and appropriate.
- Local education agencies will give parents a copy of the Personal Reading Plan (PRP) and provide progress updates after 10 weeks.
- Schools must have a policy for promotion from 3rd to 4th grade, based on a DPI model, in place by July 1, 2025. This policy will go into effect September 1, 2027.

Crivitz School District Act 20 Teacher Training Plan

- By the end of the 2024-25 school year, district reading interventionists, elementary school principal, and the Director of Special Education/School Psychologist will complete the Literacy in Leadership in-person training through CESA 8.
- By the end of the 2025-26 school year, all 4K-4th grade teachers of reading will complete the Science of Reading online training platform through Cox Campus.

Curriculum & Instruction

- Crivitz Elementary School is currently providing reading instruction using the following curriculum materials:
 - My View reading curriculum by Savvas (grades 5K-5)
 - UFLI Foundations (grades 5K-2)
 - Collaborative Classroom, Being a Writer (grades 5K-5)
 - Amplify (grade 6)
- Crivitz Elementary School is currently providing reading intervention using the following resources:
 - Successmaker
 - Reading Eggs
 - ReadWorks
 - Rime Magic
 - MobyMax
 - UFLI

Crivitz School District Universal Screeners & Assessments

- 4K students will be assessed twice during the school year using aimswebPLUS.
- 5K-3rd grade students will be assessed three times during the school year using aimswebPLUS- as required by the DPI.
- 4th-6th grade students will be assessed three times during the school year using the STAR Reading assessment.
- The following diagnostic tests will be used for 5K-4th grade students who score below the 25th *%tile* on the universal screener:
 - aimswebPLUS
 - CORE Phonics Survey
- A Personal Reading Plan (PRP) will be created for all 5K-3rd grade students who score below the 25th *%tile* on the universal screener. The PRP plan will include all the required information as stipulated in WI ACT 20. All plans will be shared with families and kept confidential.

Crivitz School District Intervention Process

All students in grades 5K-6 will take a district universal reading assessment in the fall, winter, & spring.

- **READING ASSESSMENTS:**
 - All 5K-3rd grade students will complete the **aimswebPLUS** assessment - *this test will be administered by interventionists and/or sped teachers.*
 - All 4th-6th grade students will complete the **STAR** reading assessment.
- Universal Instruction is considered Tier 1. All students, including special education students receive Universal/T1 instruction.
- T2 Interventions are done in the classrooms by classroom teachers.
- T3 Interventions are done by Interventionists.

When a student is flagged in Aimsweb+ or STAR (below the 25th %ile):

1. A diagnostic assessment will be given by the reading interventionists.
 - Once diagnostic assessment is complete a [Personal Reading Plan \(PRP\)](#) will be created for each student.
 - Teachers will provide daily T2 small group intervention for students between the 15th-25th %ile. Interventions must be a minimum of 20 minutes per day.
 - Teachers must log dates/minutes of intervention for each student using the [Intervention/Progress Monitoring Log](#).
 - Reading Interventionists will provide T3 interventions for students scoring below the 15th %ile.
 - If a teacher has additional concerns, data must be collected & a [Tier II Intervention Referral Form](#) must be completed.

Interventions must be:

- Performed daily for at least 20 minutes.
- Progress monitored by classroom teachers/interventionists.

Policy of Promotion

- A student shall be promoted from 3rd to 4th grade when the student meets the following criteria and promotion to 4th grade is agreed upon between parents/guardians and school district representatives:
 - The student's score on the 3rd grade universal screener is above the 15th %ile.
 - The student completes their personal reading plan and is proficient in reading.
 - Promotion to 4th grade (with applicable services/supports) is more appropriate than retention.
 - students should be scoring as "meeting expectations" on the reading portion of the Forward exam in order to exit their PRP.
- 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.
 - The student is identified as a "Limited-English proficient pupil."
 - 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 pupil.

- The student scores as proficient in reading on the alternative statewide standardized summative assessment (i.e. Dynamic Learning Maps).
- The student has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than 2 years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades 1, 2, or 3.
- The student has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3 for a total of 2 years.

Regardless of these good cause exceptions, school districts and independent charter schools are responsible for providing instruction that meets all state and federal requirements. If promoted to 4th grade and if a “good cause” exception applies to the student, the district will provide adequate and necessary supports, including but not limited to the intensive instructional services, supports, progress monitoring, and parent notification.

- If parents/guardians and school/district representatives agree that retention with applicable services/supports is more appropriate than promotion to 4th grade, the student’s parent/guardian must provide written consent for retention. If the school/district representatives recommend retention, but the student’s parent/guardian fails to consent to retention in writing, regardless of any other facts, circumstances, or analysis, the student will be promoted to 4th grade.

Summer School

- All students who have a Personal Reading Plan in place at the end of the school year, will be recommended to attend a summer reading program. Reading Intervention will be provided.

Additional Information

4K students will be assessed twice during the school year using aimswebPLUS.

**ACT 20 does not require schools to change their curriculum. It does require schools to implement science-based early literacy instruction as defined in the statute and prohibits schools from implementing three-cueing instruction as defined in the statute.*

**School boards retain the independent authority to select the early literacy instructional materials they will adopt and implement. Those instructional materials are required to meet the definition of “science-based literacy instruction” found in Act 20.*

For more information on Act 20 & the Science of Reading, visit the [Wisconsin Reads](#) page on the Wisconsin DPI website.