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| Book                | Policy Manual   |
| Section             | READY FOR 2-10-2026   |
| Title               | Copy of READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT |
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#### **2131.01 - READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT**

The Board of Education shall approve a program of reading goals for students for grades four (4) year-old kindergarten and five (5) year-old kindergarten to ~~twelve~~ (12).

To promote ~~student's~~students' reading skills, the Board requires the District Administrator to employ a certified reading specialist who will be responsible to develop and coordinate a comprehensive reading curriculum for students in grades four (4) year-old kindergarten, five (5) year-old kindergarten to ~~twelve~~ (12). The District Administrator may fulfill this obligation by contracting with another District or with the Cooperative Educational Service Agency for the services of a certified reading specialist.

The goals shall be based on an assessment of existing reading needs of students. Subsequently, the students shall be assessed based on the reading goals.

The Reading Specialist shall annually prepare a report evaluating the reading curriculum of the School District and forward the report to the District Administrator who shall present the report to the Board.

#### **Assessments of Reading Readiness**

An appropriate, valid, and reliable assessment of literacy fundamentals ~~provided~~selected by the Department of Public Instruction (DPI), shall be administered annually to ~~assess~~ each student enrolled in four (4) year old kindergarten through second grade. ~~for reading readiness. The District shall annually assess each student enrolled in four (4) year old kindergarten to second grade in the school district for reading readiness. The District shall use the evaluation instrument developed by the Department of Public Instruction.~~

The results of a student's assessment shall be reported to the student's parent or guardian.

A student whose assessment indicates that ~~s/he~~the student is at risk of reading difficulty shall be provided with interventions or remedial reading services.

Interventions or remedial reading services shall be provided for a student in ~~four (4) year old kindergarten, five (5) year old kindergarten to grade~~ ~~three (3)~~ if ~~the student is identified as at-risk based on the assessment tool, any of the following occurs:~~

- A. ~~The student fails to meet the reading objectives specified in the reading curriculum plan maintained by the school board.~~

B. The student fails to score above the state minimum performance standard on the reading test and:

1. A teacher in the School District and the student's parent agree the student's test performance accurately reflects the student's ability; or
2. A teacher in the School District determines, based on other objective evidence of the student's test performance, that it accurately reflects the student's reading ability
3. The student's reading assessment under 118.016, Wis. Stats. indicates that the student is at risk of reading difficulty. If this subdivision applies, the interventions or services provided the student shall be scientifically based and shall address all areas in which the student is deficient in a manner consistent with the state standards in reading and language arts.

## Interventions

Within the period of time specified by law, the District Administrator shall, for each student identified as at-risk, do the following:

A. Create a personal reading plan for the student that includes at least all of the following:

1. The student's specific early literacy skill deficiencies, as identified by the applicable assessment.
2. Goals and benchmarks for the student's progress toward grade-level literacy skills.
3. How the student's progress will be monitored.
4. A description of the interventions and any additional instructional services that will be provided to the student to address the student's early literacy skill deficiencies.
5. The programming using science-based early reading instruction, as defined in s. 118.015 (1c) (b), that the student's teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
6. Strategies the student's parent is encouraged to use to help the student achieve grade-level literacy skills.
7. Any additional services available and appropriate to accelerate the student's early literacy skill development.

B. Provide the interventions described in the student's personal reading plan to the student, as soon as practicable.

C. Monitor the student's progress at least weekly using the method described in the student's personal reading plan to determine whether the student demonstrates an inadequate rate of progress.

D. Provide a copy of the student's personal reading plan to the student's parent and obtain a copy of the student's personal reading plan signed by the student's parent.

E. After providing the interventions described in the student's personal reading plan to the student for ten (10) weeks, notify the student's parent of the student's progress, as determined under the student's personal reading plan.

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115.77, 118.015, 118.016, 121.02 (1) (c), Wis. Stats.

Last Modified by Coleen Frisch on January 20, 2026