



D.C. Everest Area School District

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MISSION STATEMENT

D.C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

TO: Dr. Casey Nye, Superintendent

FROM: Dr. Michael Raether, Director of Teaching and Learning
Lisa Braun, Everest System of Support (ESS) Coordinator

DATE: July 16, 2025

SUBJECT: Policy 2131.01- Reading Instructional Goals and Kindergarten Assessment

In accordance with Board Policy 2131.01, the purpose of this report is to meet the annual requirement of reporting on reading instructional goals, curriculum evaluation, and assessments. D.C. Everest Area School District continues to advance its commitment to a comprehensive, standards-aligned reading curriculum and assessment system that serves all students from four-year-old kindergarten (4K) through grade 12.

Reading Instructional Goals

Reading instructional goals have been defined at each grade level and are grounded in the Wisconsin Standards for English Language Arts. Emphasis has been placed on foundational skills in early grades and grade-appropriate comprehension and analytical skills in upper grades. The reading curriculum at each grade level is implemented using evidence-based practices that include instruction in phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. Assessments are used to inform instruction in the universal classroom and in the intervention setting. Ongoing professional development is provided to teachers to ensure fidelity of implementation across buildings and grade levels.

Curriculum Evaluation

We are currently engaged in a comprehensive cycle of evaluating reading curricular resources across all grade levels. This past year, we completed the review of elementary reading materials at several grade levels and will continue that work in the upcoming year. Additionally, we are preparing to begin the review of our secondary reading curricular resources.

Throughout this process, we have made thoughtful adjustments to our elementary reading curriculum. Examples include:

- Grade 1 Foundations – Scope and Sequence Revision: Based on insights from our universal screening assessment data, we identified the need to introduce certain letter-sound correspondences earlier in the year than recommended by the published curriculum. As a result, we revised the scope and sequence of lessons to better support early literacy development.
- Wit & Wisdom (Grades K–2) – Lesson Refinement: In response to teacher feedback requesting increased developmental appropriateness, we conducted a thorough review of each lesson to ensure alignment with the Wisconsin English Language Arts Standards. When a lesson's activities did not strongly align with state expectations, adjustments were made. These revisions also led to slightly shorter daily lessons—an important shift that supports more engaging and manageable instructional time. This alignment and refinement work will continue in grades 3–5.

The D.C. Everest Area School District does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, marital status, parental status, sexual orientation, sex, (including pregnancy, gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability or any basis protected by state or federal laws. The following staff are designated to receive inquiries regarding the non-discrimination policies: Gina Lehman, Director of Student Services, gilehman@dce.k12.wi.us, or Sarah Trimmer, Director of Talent and Culture, trimner@dce.k12.wi.us, both are located at 6100 Alderson Street, Weston, WI 54476 and (715) 359-4221.

- Enhanced Support for Diverse Learners: Based on input from special education teachers, we worked to improve the accessibility of Wit & Wisdom for all students. Teachers received targeted professional development that empowered them to create accommodations and supportive resources aligned with the program's learning goals.

Assessment of Reading Readiness

Students in grades 4K-3 participate in reading readiness assessments identified in Act 20. These include fundamental skills screening assessments, universal screening assessments, and/or diagnostic assessments.

- Fundamental screening assessments and universal screening assessments required in Act 20 are from aimswebPlus:
 - 4K: Initial Sounds and Letter Word Sounds Fluency
 - 5K: Auditory Vocabulary, Initial Sounds, Letter Naming Fluency, Letter Word Sounds Fluency
 - Grade 1: Oral Reading Fluency and Auditory Vocabulary
 - Grades 2-3: Oral Reading Fluency and Vocabulary
- Diagnostic assessments for grades K-3 include iReady offline tasks in the areas of spelling and listening comprehension.

Following assessment administrations in fall, winter, and spring, parents receive notification of their child's results, results are analyzed to identify students at risk for reading difficulty, and teams use the data to inform instruction and determine needs for targeted intervention. Interventions for students at risk of reading difficulty are progress monitored on a weekly basis and continue beyond grade 3 if the data shows that improvement is still needed.