

Effective Date: July 1, 2025

Overview

Mineral Point Schools are committed to ensuring that all students achieve high levels of literacy, with the goal of every student reading at or above grade level by the end of 3rd grade. This policy aligns with Wisconsin Act 20 and establishes a structured support system for students in grades 5K-3, ensuring compliance with state literacy requirements while addressing the unique needs of our students.

Core Components of the Early Literacy Process

Grade-Level Literacy Instruction

- Students receive evidence-based literacy instruction using approved curriculum resources.
- Instruction aligns with Science of Reading principles as outlined in Act 20.

State-Mandated Reading Screeners

- Students are assessed three times per year (fall, mid-year, and spring) using the state-approved screener (aimswebPlus).
- Screening results are shared with families within 15 days of scoring.

Diagnostic Assessments

- Students scoring below the 25th percentile undergo additional diagnostic assessments to pinpoint specific literacy needs.
- Students scoring below the 25th percentile undergo additional diagnostic assessments to pinpoint specific literacy needs. Results are shared with families, and a Personal Reading Plan (PRP) is developed **only if both the screener and diagnostic assessments indicate below-benchmark performance**. If the diagnostic data shows that the student is performing above benchmark, the team will communicate with families to inform them that a PRP is not needed.

Personal Reading Plans (PRPs)

A PRP is designed for any student who scores below the 25th percentile on the reading screener. It includes:

- Individualized literacy goals and a structured progress monitoring plan.
- Research-based interventions tailored to the student's needs.
- Parent updates at least every 10 weeks to track progress.
- Digital documentation for transparency and tracking.

3rd to 4th Grade Promotion Policy

Promotion Criteria

- Students meeting grade-level reading proficiency will be promoted without additional intervention.
- Students who have not met proficiency will still be promoted, but they will continue receiving PRP support.
- Retention will only be considered in rare cases and will involve collaboration between educators and families.

Interventions & Support for Students on PRPs

- Tailored, intensive instruction focusing on specific literacy deficiencies.
- Small-group or one-on-one interventions monitored on a weekly basis.
- It is highly recommended that students attend a summer reading program participation until grade-level proficiency is achieved.

Exit Criteria for PRPs

- If the review date coincides with the next screening window, a student who scores at or above the 25thile on the AimsWebPlus screener (KDG: composite, 1st-3rd: ORF rate) can exit the plan if the team believes it is best for the student.
- Students continuing PRPs into 4th grade will exit when:
 - The school and family agree that the PRP goals have been met.
 - Adequate progress has been shown using multiple data points.

Family & Community Engagement

- Staff will help support families by providing resources to assist parents in fostering literacy development at home.
- Regular communication, including newsletters, conferences, and digital progress reports, ensures transparency and collaboration.

Implementation Timeline

- January 2025: First administration of the state-mandated screener as required by ACT 20.
- PRP's initial implementation for students who score under the 25th percentile.
- Summer 2026: First summer reading program for students scoring below the 25th percentile.

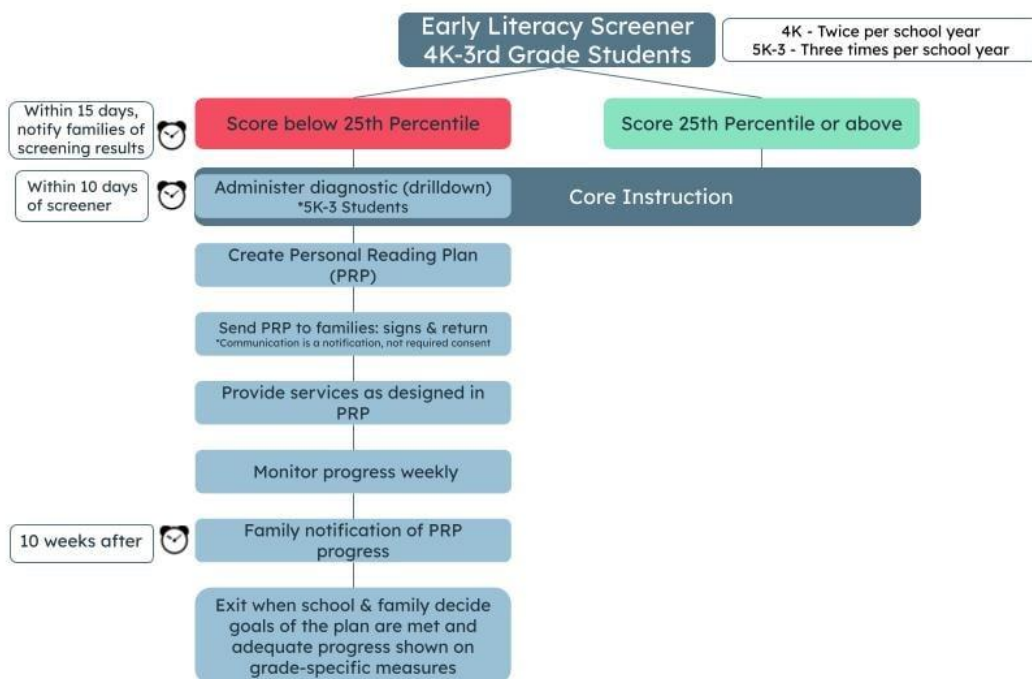
Summer Reading Program

- Students scoring below the 25th percentile will be recommended to attend the summer reading program beginning summer of 2026.
- Weekly minutes, times, and dates will be determined by the PRP team.

Key Goals

- ✓ Ensure every student achieves reading proficiency.
- ✓ Provide equitable, research-based literacy interventions.
- ✓ Foster active partnerships with families and the community.

This policy ensures that all 3rd-grade students receive the necessary support to build strong reading foundations and succeed in 4th grade and beyond.



Effective Date: July 1, 2025

Adoption Date: July 14, 2025

