



School District of Mauston

Early Literacy Remediation Plan

School District of Mauston Mission Statement

Our mission is a statement of our highest aspirations. Your School of Choice where students, educators and community members embrace high expectations in academics, arts, extracurricular activities, and community engagement to best prepare each learner to achieve success in the world of work, college, and life.

Early Literacy Vision and Mission

The School District of Mauston strives to cultivate a community in which every child can read, write, and think critically to engage with the world around them and shape their future. We are committed to providing all students with the necessary resources, support, and instruction to build a foundation of early literacy skills to promote academic success and life-long learning.

Universal Approach to High Quality Instruction

[Wisconsin Act 20](#) requires that school districts provide science-based early reading instruction and intervention. 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



The School District of Mauston is committed to using consistent instructional methods that reflect the systematic and science-based best practices of early literacy development to achieve high levels of learning.

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 Fifth Edition](#)
- [The 2020 Edition | WIDA](#)

Core Academic Programming

HMH Into Reading is used in all classrooms in grades K-3 and 4-5 with fidelity. HMH Into Reading was built from the ground up using the latest in literacy research to ensure every student learns to read and write with confidence. It provides rich grade-level content knowledge along with research-based foundational skills instruction. The Into Reading curriculum provides a systematic and explicit instruction in the following areas: phonological awareness, phonemic awareness, phonics, background knowledge, oral language development, writing, comprehension, vocabulary building, and reading fluency. The HMH Into Reading curriculum does not use the three-cueing model for literacy instruction.

Assessment

Students in grades 4K-3 will be assessed three times per year using the Wisconsin approved screener (aimswebPLUS). They will also be assessed using the Wisconsin approved diagnostic (iReady) assessment three times per year (fall, mid-year, and spring) to better identify specific learning needs. Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener or who are referred for additional testing by a teacher or parent/caregiver. Act 20 requires that a diagnostic assessment include all of the specific literacy subskills enumerated in Act 20 and meets the technical specifications in Act 20 (i.e., a sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure). Each of these assessments will identify students who may be at risk of not meeting academic standards.

Students who are flagged as at risk on the screener and/or diagnostic assessment which is defined by scoring below the 25th percentile will receive further diagnostic assessments to



pinpoint specific skill areas that need further instruction by a qualified reading teacher. Those diagnostic assessments that are used are:

- iReady Literacy Tasks
- Core Assessing Reading: Multiple Measures
 - Phonological Segmentation
 - Phoneme Deletion
 - Phonics Survey
 - High-Frequency Word Survey
 - San Diego Quick Assessment of Reading Ability
 - Vocabulary Screening
 - MASI-R Oral Reading Fluency Measure
 - Reading Maze Comprehension
- Phonological Awareness Screening Test (PAST)
- LETRS Phonics and Word-Reading Survey
- LETRS Spelling Screener

District Screening Dates:

- Statewide 4K Fundamental Skills Screening Assessment
 - Pearson aimswebPlus (phonemic awareness and letter-sound knowledge)
 - Screening dates: September, January, April
- Statewide 5K-3 Fundamental Skills Screening Assessment
 - Pearson aimswebPlus (phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding & oral vocabulary)
 - Screening dates: September, January, April
- District Diagnostic Assessment
 - iReady K-3
 - Screening dates: September, January, April

Student Supports

When a 4K - 3rd grade student is identified as performing below the 25th percentile on the screener, diagnostic assessments will be administered to determine their immediate needs and a family survey will be sent to parents to gather their input on their child's reading education, including their observations, concerns, and suggestions. The information gathered will be discussed by the district's RtI (Response to Intervention) team which includes the building



principal, reading specialist, dean of students, school psychologist, intervention teacher, and classroom teacher. The team will review all data, evaluate the student's strengths and areas for growth, consider the parent survey feedback, and align intervention supports to address the student's specific needs.

As part of this process, parents will be invited to collaborate with the District Reading Specialist or interventionist assigned to the student to discuss the findings and proposed interventions. During this time, the District Reading Specialist or interventionist will share the diagnostic assessment results, outline intervention strategies, and answer any questions parents may have. Parental input will be integrated into the decision-making process to ensure the Personal Reading Plan aligns with the family's insights and the student's needs.

The Personal Reading Plan, developed by the District Reading Specialist and/or the Rtl team, will include clear goals, specific interventions, and progress monitoring details. Parents will receive a copy of the plan and periodic updates on their child's progress. Additionally, the school will provide resources, tips, and strategies to support the child's reading development at home, fostering a partnership between school and family to optimize the student's growth.

Personal Reading Plan

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

- Specific early literacy skill deficiencies, as identified by the applicable assessment.
- Goals and benchmarks for the student's progress towards grade-level literacy skills.
- Description of how the student's progress will be monitored.
- 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.
- Description of the classroom reading instruction programming that the student's teacher will use to provide reading instruction to the student.
- Strategies for the student's parents to use to help the student achieve grade-level literacy skills for at-home practice.
- Any additional services available and appropriate to accelerate the student's early literacy skill development.

The school will share a copy of the Personal Reading Plan with families or caregivers within 10 days after the student completes a follow-up screener or diagnostic assessment. Families or caregivers can expect to receive updates about the student's progress at least every 10 weeks.

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:



Select intervention aligned with student need(s). Determine rate of growth and progress monitoring.

Name of Intervention	Area(s) of Reading Addressed (check ALL that apply)	Description of Intervention	Progress Monitoring (what is the best tool to use)	Grade Level (if applicable)
UFLI Foundations	<input checked="" type="checkbox"/> Phonological awareness <input checked="" type="checkbox"/> Phonemic awareness <input checked="" type="checkbox"/> Decoding <input checked="" type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabet Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	Phoneme Blending/Segmentation, Accuracy and automaticity of grapheme-phoneme correspondences, Decoding automaticity of words with previously learned concepts, Decoding and encoding practice, Reading and spelling irregular words, Reading and spelling connected text	UFLI Weekly Progress Monitoring AIMSWeb Plus Core: Assessing Reading Multiple Measures	K-5
Seeing Stars	<input checked="" type="checkbox"/> Phonological awareness <input checked="" type="checkbox"/> Phonemic awareness <input checked="" type="checkbox"/> Decoding <input checked="" type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabet Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	Develops symbol imagery as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency	AIMSWeb Plus Core: Assessing Reading Multiple Measures	K-12
LIPS	<input checked="" type="checkbox"/> Phonological awareness <input checked="" type="checkbox"/> Phonemic awareness <input checked="" type="checkbox"/> Decoding <input checked="" type="checkbox"/> Word Recognition	Develops phonemic awareness, reading, spelling, and speech	AIMSWeb Plus Core: Assessing Reading Multiple Measures	K-2



	<input checked="" type="checkbox"/> Alphabet Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension			
Visualizing and Verbalizing	<input type="checkbox"/> Phonological awareness <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input type="checkbox"/> Alphabet Knowledge <input checked="" type="checkbox"/> Oral Language and Vocabulary <input checked="" type="checkbox"/> Oral Reading Fluency <input checked="" type="checkbox"/> Comprehension	Develops concept imagery as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.	AIMSWeb Plus Core: Assessing Reading Multiple Measures	K-12
Putnik	<input type="checkbox"/> Phonological awareness <input type="checkbox"/> Phonemic awareness <input checked="" type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabet Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	Letter-Sound Awareness	AIMSWeb Plus Core: Assessing Reading Multiple Measures	K-1
Florida Center Reading Research *Student Activities	<input checked="" type="checkbox"/> Phonological awareness <input checked="" type="checkbox"/> Phonemic awareness <input checked="" type="checkbox"/> Decoding <input checked="" type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabet Knowledge <input checked="" type="checkbox"/> Oral Language and Vocabulary	Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary https://fcrr.org/student-center-activities	AIMSWeb Plus Core: Assessing Reading Multiple Measures	PK-5



	<input checked="" type="checkbox"/> Oral Reading Fluency <input checked="" type="checkbox"/> Comprehension			
Rewards	<input type="checkbox"/> Phonological awareness <input type="checkbox"/> Phonemic awareness <input checked="" type="checkbox"/> Decoding <input checked="" type="checkbox"/> Word Recognition <input type="checkbox"/> Alphabet Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	<p>Rewards is a series of short-term reading and writing intervention solutions specifically designed for struggling learners in grades 4–12. The <i>REWARDS</i> suite is a powerful, research-validated and specialized program for adolescent students who struggle reading long, multisyllabic words and comprehending content-area text. With explicit, teacher-led instruction, this intervention gives students new skills to become successful readers.</p>	<p>AIMSWeb Plus</p> <p>Core: Assessing Reading Multiple Measures</p>	4-12

Progress Monitoring

Each student's personal reading plan will include a plan to monitor progress in the interventions the student is participating in. Progress monitoring will be done weekly through aimswebPlus and will be recorded into NextPath (district data collection system). Progress monitoring assessments will include:

- Onset Sounds
- Word Blending
- Word Segmentation
- Letter Names
- Letter Sounds
- Decodable Words
- Nonsense Words
- Sight Words
- CBMreading

Wisconsin Informational Guidebook on Dyslexia and Related Conditions

- Click the following link for the [Guidebook](#).



District Promotion Policy

- Each school district must adopt and implement their own policy for promoting students from third grade to fourth grade that includes reading achievement criteria. This policy must be adopted and implemented by July 1, 2025. School districts are already required to have a policy for promoting students from fourth grade to fifth grade and from eighth grade to ninth grade.
- The School District of Mauston works with Neola, a company that specializes in school policy, to implement this requirement. When the school board adopts the new policy, it will be noted in our online policies.

Summer Reading Support

Third-grade students who are not making sufficient progress toward meeting the academic goals outlined in their Personal Reading Plan will be invited to participate in a summer reading program. This opportunity will be available each summer until the student achieves grade-level proficiency in reading as measured by a summative assessment. During the summer program, these students will receive targeted daily interventions lasting 20–30 minutes, tailored to their specific needs based on data from the state screener, district assessments, and progress monitoring conducted throughout the school year.

District Exit Criteria of Personal Reading Plan

Grade 3

- Wis. Stat. §§ 118.016 states that a 3rd grade student who has a personal reading plan is 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.

Grades K-2

Students shall no longer need a Personal Reading Plan when the student shows the following:

- Adequate progress on aimswebPlus, district diagnostic assessments, progress monitoring.
- No longer showing “at-risk” on state screener (aimswebPlus) by being above the 25th percentile.
- Meeting grade-level expectations in reading.
- Teachers and Parents agree the student no longer needs the plan.



Family & Community Engagement

Family Notification Policy

- **Assessment**

Screening and diagnostic results will be communicated to parents/guardians with a report in the mail or through our district secure messaging along with a phone call no more than 15 school days after the assessment is given to the student. The parent report will include:

- The student's score on the reading readiness assessment.
- The student's score in each early literacy skill category, that is assessed by the reading readiness assessment.
- The student's percentile rank score on the reading readiness assessment.
- The definition of "at risk" and the score on the reading readiness assessment that would indicate the student is "at risk."
- A parent-friendly description of the literacy skills the reading readiness assessment is designed to measure.
- Dyslexia information.
- Information on how to make a special education referral.

- **Personal Reading Plan**

Parents will receive the following communication from the school on the Personal Reading plans:

- A conference with the teacher and reading specialist will be offered to explain the components of the plan, which will include strategies for at-home practice.
- The parents/guardian will be able to sign the plan to acknowledge that they understand the plan moving forward.
- A progress report at least one time per trimester to demonstrate progress towards the student's reading goals.
 - Parents are encouraged to review the progress report, which will be sent electronically or by mail, and provide confirmation of receipt by signing or acknowledging it.
- An end of the year report will be sent to parents/guardians to show the plan completion and future steps including summer programming and for the next school year.

Family and Community Engagement Strategies

Families and communities are active partners and key collaborators in achieving the goal of



literacy success for every learner. In order to maintain collaboration between families and the community we will be having Elementary Family Fun Nights throughout the school year. Below is a list of the different themes for each night and what the literacy focus will be.

2025-2026 Elementary Family Fun Nights 5:00-6:30 pm	
September 11: Kick Off Carnival at West Side Literacy Focus: Reading Corps	
October 16: Spookfest 2024 at Grayside Literacy Focus: Hauntingly Good Reads	
November 6: Thanksgiving Bingo at West Side Literacy Focus: Title 1 Reading Night	
December 4: Cookie Decorating and Ornament Making at Grayside Literacy Focus: Importance of Reading to Your Child	
February 12: Family Movie Night at Elroy Theater Literacy Focus: Books in the Hands of Children	
March 5: Fab Family Dance Party and Ice Cream Social at West Side Literacy Focus: Literacy in Motion	
May 14: School Picnic and Cookout at West Side Literacy Focus: Picnic and Pages	

District Contacts

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