



# School District of Horicon

## Early Literacy Remediation Plan



The School District of Horicon is dedicated to helping every child become a strong, confident reader. We provide high-quality, research-based instruction rooted in the science of reading. When extra support is needed, we provide targeted interventions grounded in the science of reading. Our educators use data at every step to guide instruction and ensure that each child gets the right support at the right time. We value partnership with families and keep you informed every step of the way. This plan outlines how we identify needs, support learning, and track progress to ensure reading success.

### Science-Based Reading Instruction

Starting in September 2025, all 4K–5th grade educators will implement the **Amplify Core Knowledge Language Arts (CKLA)** curriculum. This science-based program aligns with the instructional components required under Wisconsin's Act 20, providing systematic and explicit instruction in areas such as phonological awareness, phonics, vocabulary, reading comprehension, writing, and more.

Amplify CKLA is recognized by the Wisconsin Department of Public Instruction (DPI) as a top-approved curricular resource. It supports both core classroom instruction and targeted interventions to help students build strong literacy skills. Educators will receive professional development for initial implementation, along with ongoing training to enhance their teaching practices throughout the year.

To learn more about the statewide literacy initiative, visit the [Wisconsin Reads](#) website.

### Reading Screeners and Assessments

In alignment with **Wisconsin Act 20**, the School District of Horicon conducts early literacy screenings and diagnostic assessments to monitor progress and identify students needing additional support.

Horicon staff administer the **aimswebPlus** screener to all 4K–3rd grade students, following the state's required schedule:

- **4K:** screened twice per year—once by the 45th day of school and again at least 45 days before the end of the school year.
- **5K–3rd grade:** screened three times per year—once by the 45th day, once midyear, and once at least 45 days before the end of the year.

In addition, all 5K–3rd grade students take the **iReady Diagnostic** and a **Rapid Automatized Naming (RAN)** assessment. Together, these tools meet the specificity and sensitivity requirements outlined in Act 20 for identifying reading difficulties. The RAN assessment varies by grade level based on state guidance.

If a student scores below the 25th percentile on the screener, staff review their iReady results and may conduct further assessments to gain a more complete picture of the student's needs.

Per Act 20, diagnostic assessments must be completed by the second Friday in November (for fall) or within 10 days of the second screening. If requested, a dyslexia evaluation must be completed within 20 days.

## Family Notification and Engagement

The School District of Horicon keeps families informed at every step of the literacy assessment process. In compliance with **Act 20**, parents receive assessment results within 15 days, along with clear explanations of their child's scores, skill areas, and any "at-risk" indicators.

If a **Personalized Reading Plan (PRP)** is needed or updated, families receive a copy detailing the specific supports their child will receive. Ongoing progress updates are shared during parent-teacher conferences and through reports sent home at least every 10 weeks.

Families are also invited to complete a **Family Reading History Survey** to help us better understand and support each student's unique needs.

We value families as vital partners in early literacy development. To support reading at home, we provide resources such as fluency passages and phonics work, and we host a Family Literacy Night workshop to engage and empower families in their child's reading journey.

## Personalized Reading Plans

When a student is identified as at-risk through screening and diagnostic assessments, a **Personalized Reading Plan (PRP)** is created to guide their literacy support. At Horicon, we use **eduClimber** to develop and manage these plans, which are updated regularly based on classroom performance and assessment results.

Each PRP includes the student's strengths and needs, targeted goals, progress monitoring, and specific interventions. It also outlines ways families can support reading at home and notes any additional services available.

In line with **Wisconsin Act 20**, families receive a copy of the plan and progress updates every 10 weeks. Paper copies are sent home to keep families informed and engaged in their child's reading growth.

## Interventions and Monitoring Progress

The School District of Horicon uses a multi-tiered system of support (MTSS) to provide targeted reading interventions 3–5 times per week, based on student needs. We use research-based programs such as SIPPS, Heggerty, and Orton-Gillingham approaches (IMSE, Sonday, Wilson) that align with the Science of Reading.

While schools do not diagnose dyslexia, these structured literacy tools address its characteristics through explicit instruction in phonological awareness, decoding, fluency, and comprehension. For more information, see the [WI DPI Dyslexia Guidebook](#).

## Promotion Policy

In May 2025, the School District of Horicon adopted the state-required promotion policy for advancing students from 3rd to 4th grade. This policy, based on the Wisconsin DPI model, sets criteria for promotion and will take effect on September 1, 2027. The full policy is available on the [district website](#).

## **Plan Review**

The School District of Horicon uses assessment data—including screening, diagnostic, and progress monitoring results—to evaluate the effectiveness of our Early Literacy Plan. This data informs instruction, identifies areas for improvement, and guides resource allocation.

The district reading specialist plays a key role in this process by analyzing assessment trends, supporting staff in data-driven decision-making, and helping refine instructional practices to better meet student needs.