

Darlington Community School District's Early Literacy Remediation Plan

Section 1: Introduction

Publication date: December 2025

District Vision/Goal:

The Darlington Community School District, including school board, administration, teachers, support personnel, community members and parents, is committed to providing excellence in education to all students. To be an exemplary school, we must have a clear sense of the goals that we are trying to accomplish, a description of the characteristics of the school we seek to become and contributions that the various stakeholders in the school must make in order to transform the ideals into reality.

District Mission:

The mission of our school district is to help each and every child realize his or her full potential and become a responsible and productive citizen and life-long learner who is able to use technology effectively and appreciate the multi-cultural society in which we live as they prepare for the challenges of the twenty-first century.

Early literacy vision and mission:

Our vision is to empower all students with critical literacy skills by establishing collective efficacy and meaningful relationship building.

Our mission is to provide all students with the strategies necessary for building their reading capacity. We believe literacy is the foundation for learning and is accomplished through a community of learners who engage in authentic reading, writing, speaking, listening, and authentic hands-on experiences.

Universal Approach to High-Quality Instruction:

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](#)

Darlington Community School District's approach to literacy is centered on ensuring that every student, regardless of background, language, or cultural identity, has access to high-quality, evidence-based instruction. We provide systematic, explicit science-based early reading instruction that fosters lifelong literacy skills.

Our instructional framework includes expectations that guide curriculum, instruction,

assessment, and learning climate. It combines the specific expectations for how students learn, with specific strategies and practices to guide teaching and assessment. This also includes equitable multi-level systems of support (EMLSS), data-driven instruction, instructional expectations, professional development, lesson design, and teacher collaboration in professional development..

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners	Parent/Caregiver Communication
<p>Statewide 4K Fundamental Skills Screening Assessment:</p> <p>Assessment Name: <i>Pearson aimswebPLUS</i></p> <ul style="list-style-type: none"> • Phonemic Awareness • Letter-Sound Knowledge <p>Screening windows/dates:</p> <ul style="list-style-type: none"> • Fall (September 2025) • Winter (December 2025)) • Spring (April 2026) 	<ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter by email that will be sent within 15 days of the scoring of the statewide early literacy screener. • Reports will be sent twice per year in the fall and spring. • Please notify the school of your preferred language and mode of communication.
<p>Statewide 5K-3 Universal Screener:</p> <p>Assessment Name: <i>Pearson aimswebPLUS</i></p> <ul style="list-style-type: none"> • Phonemic Awareness • Letter-Sound Knowledge • Alphabetic Knowledge • Decoding • Oral Vocabulary <p>Screening windows/dates:</p> <ul style="list-style-type: none"> • Fall (September 2025) • Winter (January 2026) • Spring (April 2026) 	<ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter by email that will be sent within 15 days of the scoring of the statewide early literacy screener. • Reports will be sent three times per year- fall, winter, and spring.
Diagnostic Literacy Assessments	
<p>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.</p>	
<p>Assessment Name: iReady Reading Diagnostic Other Assessments, such as AimswebPlus, etc. (if applicable)</p>	

Section 3: Student Reports

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:

Intervention Resources:

- Reading Horizons
- UFLI
- iReady Personalized Instruction Pathway
- Sound Partners
- Sonday

Progress Monitoring:

- Using aimswebPLUS, progress monitoring will be completed on a weekly basis for 10 weeks measuring skills identified in PRP.

Personal Reading Plans

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

- a description of the science-based early literacy programming;
- early literacy assessment data;
- overall early literacy analysis;
- student goals and support plan;
- additional services to accelerate early literacy skills;
- recommendations for culturally relevant early literacy learning;
- record of attendance and progress;
- record of communication with parent/caregiver(s)

The school will provide a copy to families/caregivers no later than the third Friday in November (after Fall Screening) or within 10 days of a subsequent screener or diagnostic assessment (Fall, Winter, or Spring Screening).

Families/caregivers can expect to receive updates about the student's progress at least every 10 weeks until goals are met.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

[Wisconsin's Informational Guidebook on Dyslexia and Related Conditions](#)

Promotion Policy

The Darlington Community School District adopts this 4th grade promotion policy as of June 25, 2025 to take effect on September 1, 2027. For any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the district will engage in a process to determine whether to promote that student to the 4th grade. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will be described in the school handbook. Additional details about the determination process are found in Section II of this policy. Good cause exceptions and post promotion mandates are found in Section III of this policy.

Summer Reading Support

Summer school programs will be made available and recommended to students in need of continued reading support. Information will be sent to parents and caregivers in the spring of the current school year.

Exit Criteria

Exiting a personal reading plan will be indicated by meeting the goals outlined in the personal reading plan, demonstrating adequate progress in grade-specific skill assessments, demonstrating proficiency in classroom work, and/or demonstrating grade level proficiency on state screening summative assessments. Care will be given to assist students transitioning away from a reading plan. Students' reading skills will continue to be monitored through district wide assessments to ensure that grade level literacy skills are maintained.

Section 4: Family & Community Engagement

Family Notification Policy

Parents/caregivers will be sent the universal screener student report that will show assessment results within 15 days of scoring the screener.

Early literacy skills measured are:

- Beginning sounds (4K, 5K)
- Identifying sounds in words (4K, 5K, 1st)
- Letter Naming (5K)
- Segmenting or breaking words into individual sounds (1st)
- Oral Vocabulary (5K, 1st)
- Oral Reading (1st, 2nd, 3rd)
- Reading Vocabulary (2nd, 3rd)

Family and Community Engagement Strategies

Families and communities are active partners as key collaborators in achieving the goal of literacy success for every learner. Darlington Community School District

includes families/communities in multiple ways:

- Parent/Teacher Conferences (Twice a year)
- Parent/Family/Community Volunteers
- Fine Arts Night
- Family Reading Night

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

Using multiple assessment results (screeners, diagnostics, observations, grade level assessments, etc.), the district reading specialist along with literacy leaders will complete an annual evaluation of the district's early literacy curriculum. The assessment data will be used to see what areas of the literacy curriculum students are successfully mastering or developmentally appropriately progressing in. Results that show areas students are struggling in will be used to evaluate gaps or standards that the curriculum may not provide adequate instruction. That information will be used in decision-making regarding any supplemental instruction that is needed or if a new curriculum needs to be adopted.

