

School District of Ladysmith / Act 20 Implementation

Wisconsin Reads: Ladysmith Act 20 Implementation

Required Reading Training

2025 Act 20 Requirements

All K-3 teachers, principals with grades K-3, and reading specialists must receive training on science-based literacy instruction by July 1, 2025. This must be from an approved list.

Ladysmith Implementation

All K-3 teachers and administration will complete LETRS [Training](#), facilitated by CESA 10 Literacy Consultants. This process will be completed during the 2025-26 school year.

All Reading Specialists will continue training in AimsWebPlus and LETRS.

Curriculum and Instruction

2025 Act 20 Requirements

What type of early literacy instruction and intervention do schools need to provide?

Act 20 states that all Wisconsin schools must provide science-based early literacy instruction in both universal and intervention settings. Science-based literacy instruction is defined as the following.

Instruction that is systematic and explicit and consists of all of the following:

- Phonological Awareness
- Phonemic Awareness
- Phonics
- Building background knowledge
- Oral Language development
- Vocabulary building
- Instruction in writing
- Instruction in comprehension
- Reading fluency

See the [Wisconsin Reads](#) website for more information.

- School boards retain the independent authority to select the early literacy instructional materials they will adopt and implement. Those instructional materials are required to meet the definition of "science-based early literacy instruction" found in Act 20.

- Act 20 does not require schools to change their curriculum. It does not require schools to implement science-based early literacy instruction as defined in the statute and prohibits schools from implementing three-cueing instruction as defined in the statute.

Ladysmith Implementation

Reading leaders will continue to review what curricular resources best meet the requirements of Act 20 and the needs of our students. During the 2025-26 school year, we will evaluate recommended resources from DPI and possibly implement new and/or additional resources in the 2026-2027 school year.

Assessments

2025 Act 20 Requirements

4K Assessment: Students are to be assessed twice during the school year using a fundamental screening assessment selected by DPI. The first is to be completed by the 45th school day and the second by 45 days before the end of the school year.

5K-Grade 3 Assessment:

- At least 3 universal screenings during the school year.
- The first must be before the 45th day of the school year, the second in the middle of the school year, and the third by 45 days left in the school year
- Universal screenings must include phonemic awareness, decoding, alphabet knowledge, letter-sound knowledge, oral vocabulary

A diagnostic assessment must be used when a universal screening assessment indicates a pupil is at risk (below the 25th percentile).

Ladysmith Implementation

The Ladysmith School District will implement the required Early Literacy assessments provided by the state (AimswestPlus).

Ladysmith will use a combination of aimswestPLUS and other diagnostic tools for all 4K-3 students who indicate they are at risk and fall below the 25th percentile on the Early Literacy assessment.

Family Notification/Communication

2025 Act 20 Requirements

Beginning in the 2025-26 school year, provide parents and families with the results of the reading readiness screener no later than 15 days after the assessment is scored in an understandable format that includes all of the following:

- The pupil's score on the reading readiness assessment

- The pupil's score in each early literacy skill category is assessed by the reading assessment.
- The pupil's percentile rank score on the reading readiness, if available
- The definition of "at-risk" and the score on the reading readiness assessment is designed to measure
- A plain language description of the literacy skills the reading readiness assessment is designed to measure.

If a child is promoted to the 4th grade without completing their personal reading plan, parents must be notified in writing along with a description of the reading interventions the child will continue to receive.

Ladysmith Implementation

As is common practice at Ladysmith, all families will receive their child's results on all universal screening assessments. These results will be printed reports from the assessment and a letter explaining the results and all other required information related to special education and dyslexia. All communication will be translated into the family's preferred language.

In addition, Ladysmith staff will communicate and collaborate with families about the need for additional diagnostic assessments and the development and progress in the personal reading plan.

Personal Reading Plans

2025 Act 20 Requirements

If students are identified as at-risk on a universal screening assessment or diagnostic assessment, a personal reading plan must be created that includes:

- The specific early literacy skill deficiencies,
- Goals and benchmarks for the pupil's progress toward grade-level literacy skills,
- How progress will be monitored, a description of interventions and additional instructional services being provided,
- The science-based reading programming the teacher will use,
- Local education agencies (public schools and independent charter schools) will provide a copy of the personal reading plan to parents as well as provide a progress update after 10 weeks.

Ladysmith Implementation

Ladysmith will create a Personal Reading Plan for all qualifying students. All plans will be shared with families.

Promotion Policy

2025 Act 20 Requirements

Schools must have a policy for promotion from 3rd to 4th grade, based on a DPI model policy, by July 1, 2025. This would go into effect September 1, 2027.

Early Literacy Remediation Plan

2025 Act 20 Requirements

Act 20 requires each school district to articulate and post an early literacy remediation plan that includes all of the following:

- The name of the diagnostic reading assessment the school district uses
- A description of reading interventions the school district uses to address characteristics of dyslexia
- A description of how the school district monitors pupil progress during interventions, including the tools used and their frequency
- A description of how the school district uses early literacy assessment results to evaluate early literacy instruction
- A description of the parent notification policy that complies with ACT 20.

School districts are still required to publicly post the academic standards they use and to provide a link to [Wisconsin's Information Guidebook on Dyslexia and Related Conditions](#) on their school district website.

Ladysmith Implementation

[Ladysmith Early Literacy Remediation Plan](#)

