



D.C. Everest Area School District

6100 Alderson Street
Weston, WI 54476
Phone 715-359-4221
www.dce.k12.wi.us

MISSION STATEMENT

D.C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

TO: Dr. Casey Nye, Superintendent

FROM: Dr. Michael Raether, Director of Teaching and Learning
Lisa Braun, Everest System of Support (ESS) Coordinator

DATE: July 15, 2026

SUBJECT: Policy 2131.01- Reading Instructional Goals and Kindergarten Assessment

In accordance with Board Policy 2131.01, the purpose of this report is to meet the annual requirement of reporting on reading instructional goals, curriculum evaluation, and assessments. D.C. Everest Area School District continues to advance its commitment to a comprehensive, standards-aligned reading curriculum and assessment system that serves all students from four-year-old kindergarten (4K) through grade 12.

Reading Instructional Goals

Reading instructional goals have been defined at each grade level and are grounded in the Wisconsin Standards for English Language Arts. Emphasis has been placed on foundational skills in early grades and grade-appropriate comprehension and analytical skills in upper grades. The reading curriculum at each grade level is implemented using evidence-based practices that include instruction in phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. Assessments are used to inform instruction in the universal classroom and in the intervention setting. Ongoing professional development is provided to teachers to ensure fidelity of implementation across buildings and grade levels.

Curriculum Evaluation

We continue to engage in a comprehensive cycle of evaluating reading curricular resources across our elementary schools to ensure students have access to high-quality, evidence-based instruction. This year, our work has focused on piloting new instructional resources, refining existing curriculum, and continuing to strengthen support for all learners. In addition, all grade levels spent the year reviewing and identifying priority standards and success criteria related to state and national standards. Moving into the coming year, all grade levels will ensure they are using aligned assessments across all buildings and departments.

Throughout the year, we have made thoughtful adjustments to our elementary reading curriculum. Examples include:

- **UFLI Pilot (Grades K-2):** In response to teacher requests for additional phonics resources, we launched a pilot of the UFLI phonics curriculum in grades K–2. Every elementary school has at least one team participating in the pilot. Throughout the year, participating teachers will evaluate student outcomes, instructional usability, and overall effectiveness while providing feedback on implementation. This information will help inform future decisions regarding phonics instruction across the district.
- **Wit & Wisdom (Grades 3–4) Refinement:** Building on our previous work in grades K–2, we are conducting a comprehensive review of Wit & Wisdom in grades 3–4. This process includes examining

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lessons for alignment with the Wisconsin English Language Arts Standards, reviewing teacher feedback, and identifying opportunities to improve pacing, developmental appropriateness, and instructional effectiveness while maintaining the integrity of the curriculum.

- **Enhanced Support for Diverse Learners:** We continue to strengthen supports that make our reading curriculum accessible for all students. Ongoing collaboration among classroom teachers, literacy specialists, and special education staff has resulted in additional instructional support and accommodations aligned to curriculum goals. Professional learning continues to focus on helping teachers effectively implement these supports while maintaining rigorous, grade-level instruction.

Assessment of Reading Readiness

Students in grades 4K-3 participate in reading readiness assessments identified in Act 20. These include fundamental skills screening assessments, universal screening assessments, and/or diagnostic assessments.

- Fundamental screening assessments and universal screening assessments required in Act 20 are from aimswebPlus:
 - 4K: Initial Sounds (Fall and Spring) and Letter Word Sounds Fluency (Spring only)
 - 5K: Auditory Vocabulary, Initial Sounds (Fall only), Letter Naming Fluency, Letter Word Sounds Fluency, Phoneme Segmentation (Winter and Spring only), and Nonsense Word Fluency (Winter and Spring only)
 - Grade 1: Phoneme Segmentation (Fall only), Letter Naming Fluency (Fall only), Letter Word Sounds Fluency (Fall only), Word Reading Fluency, Nonsense Word Fluency, Oral Reading Fluency and Auditory Vocabulary
 - Grades 2-3: Oral Reading Fluency and Vocabulary
- Diagnostic assessments for grades K-3 include aimswebPlus and iReady offline tasks in the areas of spelling and listening comprehension.

Following assessment administrations in fall, winter, and spring, parents receive notification of their child's results, results are analyzed to identify students at risk for reading difficulty, and teams use the data to inform instruction and determine needs for targeted intervention. Interventions for students at risk of reading difficulty are progress monitored on a weekly basis and continue beyond grade 3 if the data shows that improvement is still needed.