Boyceville Community School District

Leading Today...Developing Excellence for Tomorrow

11/18/26 Board Report submitted by Shannon Bignell

Reading Specialist:

Strengthening Tier 3 Reading Interventions: We are strengthening and refining our Tier 3 reading intervention resources to ensure students with the most significant reading needs receive systematic, explicit, research-based instruction.

- Our current resources include:
  - Pieces of SIPPS and Sonday
  - UFLI
  - FastBridge for assessment and progress monitoring
  - Advanced Word Study
- We are evaluating additional programs to determine which would best meet our students' intensive literacy needs.
- I have requested program information, materials, and sample lessons from:
  - 95% Group
  - S.P.I.R.E.
  - Wilson Reading System
- We are focusing on developing a more cohesive, comprehensive approach to Tier 3 instruction rather than relying on disconnected resources.
- The ultimate goal is to provide consistent, targeted, and individualized reading intervention that responds to students' specific skill deficits and supports meaningful progress.
- **Personal Reading Plans revised and updated**
- **TCE Early Literacy Remediation Plan - Act 20 Updated 11/3/26**
- **ELA committee meeting focus for November:** Oral Reading Fluency measures and instructional practices. Dyad Reading/HMH module inventory (every 3-4 weeks)

Tiffany Creek Elementary
161 East Street Boyceville, WI 54725
Phone: 715-643-3647 (DOGS)
Fax: 715-643-7805

Middle/High School
1003 Tiffany Street Boyceville, WI 54725
Phone: 715-643-3647 (DOGS)
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The mission of the Boyceville Community School District, in partnership with family and community, is to provide a high-quality education in which students gain respect for themselves, others and their surroundings and develop a desire for excellence while learning the skills to become contributing members of a global society.
The Boyceville Community School District does not discriminate on basis of race, color, national origin, age, sex (including gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service, ancestry, arrest record, conviction record, or any other legally protected category.

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District Assessment Coordinator:

November Assessment/Data Focus:

- High School
    - Awaiting PreACT/ACT results (met with freshmen, sophomores, and juniors separately before testing)
- Middle School
    - Sharing of framework and instructional practices
    - Goal Setting
- TCE
    - Preparing for Winter assessment window
    - Sending progress monitoring reports to families via Parent Squared
    - Continuing to refine Tier 2 practices within Walk to Learn and core

Professional Development Highlights:

- Dyad Reading presentation to TCE staff 11/12/26
- 3rd grade ELA assessment alignment/development
- Curriculum Coord
    - Spotlight Schools Interventions and MLSS Systems: Elk Mound, Unity, Amery
    - Common themes: Designated intervention time outside of CORE and within, **PLCs** that begin with Administration, prioritizing essential standards
- DAC
    - *Target Group Outcome Dashboard.* The data within this dashboard can be used to identify students in the greatest need of support and lead to analysis of our system for areas of strength and improvement.
- Reading Network
    - After 3rd Grade: What Continues
        - Provide intensive support, including progress monitoring and identified targets.

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- Notify families in writing that the plan was not completed and describe services the student will receive.
- Offer intensive summer reading programming every summer until grade-level expectations are met.

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