

# Boyceville Early Remediation Plan

## Section 1: Introduction

### Boyceville's Early Literacy Remediation Plan

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Tiffany Creek Elementary Vision: Empowering individuals to realize their fullest potential to become impactful members of society  
Tiffany Creek Elementary Mission: Create a community based environment that is committed to providing a nurturing atmosphere where students feel accepted, valued and supported. We are committed to fostering personal growth, while encouraging students to reach their full academic potential.

## 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](#)

Public schools and independent charter schools must provide explicit and systematic instruction in science-based early literacy, which must include all the following:

- Phonological awareness, including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation.
- Phonemic awareness, including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion
- Phonics
- Building background knowledge
- Oral language development
- Vocabulary building to develop lexical and morphological knowledge
- Instruction in writing
- Instruction in comprehension
- Reading fluency

(Wis. §§ 118.015(1c)(b))

Universal Approach to High Quality Instruction Narrative:

- *Instructional framework(s)*
  - English Language Arts instruction is based on language and vocabulary building with close reading and the development of comprehension skills.
  - Foundations of Reading include direct instruction in the areas of phonemic awareness and phonics with systematic and systemic phonics instruction delivered daily.
  - Routine writing as part of evidence-based responses is modeled and written as part of the written language curriculum. Process writing of argument, narrative and informational genres is included at each grade level.
  - Grammar and sentence writing are addressed at all grade levels.
- *Curriculum*
  - *Grades K-5 utilize Houghton Mifflin Into Reading Language Arts program.*
  - Phonemic Awareness:
    - Heggerty Phonemic Awareness 4K-Grade 1
  - Phonics instruction:
    - Kindergarten and Grade 1 - UFLI : University of Florida Literacy Institute Foundations
    - Grade 2 - HMH Structured Literacy
    - Grade 3 - HMH Phonics and Spelling
    - Grades 4-5 Morpheme Magic
  - *Evidence-based and inclusive instructional practices including engagement strategies:*

- Standards-based learning targets
  - Direct Instruction- Systematic instruction
  - Gradual release of responsibility (I do, we do, you do)
  - Metacognitive strategies
  - Graphic organizers
  - Evidence-based writing responses
  - Writing frames
- *Positive behavior expectations*
    - Perseverance, Responsibility,
    - Character Strong Universal Counseling Curriculum, Behavior Solutions, Behavior Academies, Character Strong Tier 2
  - *Differentiated scaffolds/supports available within universal instruction:*
    - All educators grades Kindergarten through Grade 3 have been trained in the evidence-based Top Ten Tools through the 95% group. Educators utilize this program as part of differentiated phonics instruction in addition to on grade level core word study/phonics lessons.

## Section 2: Strategic Early Literacy Assessment System

### Reading Readiness Screeners

<p><b>Statewide 4K Fundamental Skills Screening Assessment</b></p> <p><b>Screening windows/dates:</b> Fall Spring</p>	<p><b>Pearson aimswebPLUS</b></p> <ul style="list-style-type: none"> <li>● Phonemic Awareness</li> <li>● Letter-Sound Knowledge</li> </ul>	<p><b>Parent/Caregiver Communication:</b></p> <ul style="list-style-type: none"> <li>● Parents and caregivers can expect to receive a letter <b>within 15 days</b> of the scoring of the statewide early literacy screener.</li> <li>● Reports will be sent twice per year in the fall and spring.</li> <li>● Please notify the school of your preferred language and mode of communication.</li> </ul>
<p><b>Statewide 5K - 3 Universal Screener</b></p> <p><b>Screening windows/dates:</b> Fall Winter Spring</p>	<p><b>Pearson aimswebPLUS</b></p> <ul style="list-style-type: none"> <li>● Phonemic Awareness</li> <li>● Letter-Sound Knowledge</li> <li>● Alphabetic Knowledge</li> <li>● Decoding</li> <li>● Oral Vocabulary</li> <li>● Reading Comprehension (2-3)</li> <li>● Oral Reading Fluency</li> </ul>	<p><b>Parent/Caregiver Communication:</b></p> <ul style="list-style-type: none"> <li>● Parents and caregivers can expect to receive a letter <b>within 15 days</b> of the scoring of the statewide early literacy screener.</li> <li>● Reports will be sent three times per year in the fall, winter, and spring.</li> <li>● Please notify the school of your preferred language and mode of communication.</li> </ul>

### Diagnostic Literacy Assessments

Diagnostic assessments will be administered to students who score below the 25th percentile on the screener or who are referred for additional testing by a teacher or parent/caregiver. Act 20 requires that a diagnostic assessment include all of the specific literacy subskills enumerated in Act 20 and meets the technical specifications in Act 20 (i.e., a sensitivity rate of at least 70%, a specificity rate of at least 80%, and includes a growth measure).

Diagnostic technical specifications: [Diagnostic Assessment for Early Literacy](#)

Skill Area	Assessment(s)
Rapid Naming (RAN)	Fastbridge
Phonological Awareness	aimswebPlus
Word Recognition	aimswebPlus
Spelling	aimswebPlus
Vocabulary	aimswebPlus
Listening Comprehension	aimswebPlus
Oral Reading Fluency	aimswebPlus
Reading Comprehension	aimswebPlus
Parent/Caregiver Notification	<a href="https://dpi.wi.gov/reading/dyslexiaguidebook">https://dpi.wi.gov/reading/dyslexiaguidebook</a>

### Section 3: Student Supports

#### Early Literacy 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:  
(add link to additional document or complete the table below)

Literacy Skill Intervention	Strategy or Resource	Weekly Progress Monitoring Tool or Resource
<b>Phonemic Awareness</b> <b>Phonological Awareness</b>	Heggerty Phonemic Awareness UFLI SIPPS	aimswebPlus
<b>Basic Reading Skills</b> <ul style="list-style-type: none"> <li>Phonics</li> <li>Fluency</li> </ul>	UFLI Sonday System Fastbridge Interventions - Word Boxes and Word Mix-Up Fastbridge Fluency Intervention Phrase drills Read Live From Phonics to Reading Foundations	aimswebPlus
<b>Vocabulary and Comprehension</b>	95% Group Comprehension Toolkit Read Live/Naturally	Fastbridge CBMr w/Comprehension
<b>Spelling</b>	UFLI Fastbridge Word Mix-Up	Weekly dictation assessment

#### Personal Reading Plans

- Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan will include:
  - A description of the science-based early literacy programming being delivered to the child;
  - 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(s)/caregiver(s)

- The school will provide a copy to families/caregivers **no later than the third Friday in November or within 10 days** of a subsequent screener or diagnostic assessment requested by a parent/teacher.
- Families/caregivers can expect to receive updates about the student's progress **at least every 10 weeks**
- Personal Reading Plan Template
- Local exit criteria for PRP by grade level, if outlined by the LEA (See below)

#### Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

<https://dpi.wi.gov/reading/dyslexiaguidebook>

#### Promotion Policy

[Promotion Board Policy 5411](#)

#### Summer Reading Support

Tiffany Creek Elementary School provides two summer sessions of support and enrichment classes.

#### Exit Criteria

- Students who score above the 25% on the aimswebPlus progress monitoring measure for three consecutive data points will be considered to have completed their current personal reading plan.
- Third grade students will be considered to have completed their personal reading plans with the addition of scoring of Meeting or Advanced on the Wisconsin Forward Exam proficiency level.
- Review of data with families will be considered in personal reading plan completion.

### Section 4: Family & Community Engagement

#### Family Notification Policy

**Insert or link your family notification policy** to demonstrate compliance with Act 20. This policy must include:

- how parents/caregivers will be notified of assessment results;
- a plain language description of the literacy skills measured in the reading readiness assessment(s); and
- how the district/school will share special education information and information about the characteristics of dyslexia with families/caregivers of students whose diagnostic assessment results indicate "at-risk" status.

#### Family and Community Engagement Strategies

[Family Engagement District Policy](#)

### Section 5: Strategic Use of Data

#### Early Literacy Instructional Evaluation Process

As part of the Wisconsin Reading Specialist requirements ([118.015](#)), the District Reading Specialist annually reports to the district's school board addressing the following components as outlined in the law.

- Implement a reading curriculum in grades kindergarten to 12.
- Act as a resource person to classroom teachers to implement the reading curriculum.
- Work with administrators to support and implement the reading curriculum.
- Conduct an annual evaluation of the reading curriculum.
- Coordinate the reading curriculum with other reading programs and other support services within the school district.



Note: Act 20 includes 4K curriculum/evaluation.