



# Tigerton School District Early Literacy Remediation Plan

## Section 1: Universal Approach to High-Quality Instruction

### Early Literacy Vision and Mission

The Tigerton School District is dedicated to helping every student build strong reading and writing skills. Our mission is to empower all students with the knowledge, the skills, and the attitudes necessary for them to be successful in a changing global society. For students in grades Prek-5 we use the CKLA (Core Knowledge Language Arts) reading program to ensure that students receive a highly effective and research based curriculum and excellent literacy instruction. Our early literacy staff has been specifically trained in teaching reading and are committed to provide top-quality instruction for every child.

### Wisconsin Academic Standards

## Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners	Parent/Caregiver Communication
<p><b>Statewide 4K Fundamental Skills Screening Assessment</b></p> <p>Pearson aimswebPLUS (Phonemic awareness and Letter-sound knowledge)</p>	<ul style="list-style-type: none"> <li>-Parents and caregivers can expect to receive an informational letter within 15 days 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>-Parents can notify the school of the preferred language for the reports.</li> </ul>

<p><b>Statewide 5K-3 Universal Screener</b></p> <p>Pearson aimswebPLUS (Phonemic awareness and Letter-sound knowledge, alphabetic knowledge, decoding and oral vocabulary)</p>	<p>-Parents and caregivers can expect to receive an informational letter within 15 days of the scoring of the statewide early literacy screener.</p> <p>-Reports will be sent three times per year-fall, winter, and spring.</p>
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**Diagnostic Literacy Assessments**

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. Act 20 requires that at least one diagnostic assessment include all of the specific literacy subskills enumerated in Act 20 and meets the technical specification in Act 20 (i.e. sensitivity rate, specificity rate, and includes a growth measure).

<b>Assessment Titles</b>	<b>Assessment description</b>	<b>Skill areas</b>	<b>Technical specifications</b>
<p>Pearson aimswebPLUS</p>	<p>A comprehensive assessment tool used to evaluate student literacy skills. It provides detailed insights into individual learning needs by measuring key literacy areas. The assessment suite helps educators identify strengths and areas for improvement allowing for targeted instruction to support each student's individual progress.</p>	<ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Decoding skills</li> <li>-Alphabet knowledge</li> <li>-Letter-Sounds knowledge</li> <li>-Oral Vocabulary</li> <li>-Rapid Automatic Naming</li> <li>-Phonological Awareness</li> <li>-Word Recognition</li> <li>-Oral Reading</li> <li>-Vocabulary</li> <li>-Listening</li> <li>-Spelling</li> <li>-Comprehension</li> </ul>	<p>Validity- 0.74</p> <p>Reliability- 0.95</p>
<p>STAR Reading assessment</p>	<p>The STAR Reading assessment from Renaissance is a k-12 reading assessment that</p>	<ul style="list-style-type: none"> <li>-Word Recognition</li> <li>-Vocabulary</li> <li>-comprehension</li> <li>-fluency</li> </ul>	

	measures a student's reading comprehension, vocabulary, word recognition skills, fluency		
<b>Other Relevant Assessment Data</b>		<b>Parent/Caregiver Communication</b>	
Additional Diagnostic Assessments as needed: (phonological awareness, phonemic awareness, decoding, word recognition, alphabet knowledge/letter name knowledge, letter sound knowledge, oral language, vocabulary, oral reading fluency, spelling)		-If administered, information will be included with the aimswebPlus diagnostic screener reports which will be sent out three times a year.	

#### Section 4: Student Supports

Evidence-based interventions			
The following evidence-based interventions provide explicit and systematic instruction and are available for use with students in need of additional support, including students with characteristics of dyslexia:			
Intervention Titles	Intervention Skill Areas Description	Intervention Grade Level	Parent Communication
Remediation Plus System	The Remediation + Intervention program is a multisensory, systematic, phonics curriculum for all ages of students who struggle with reading, spelling, and handwriting. Lessons include direct instruction of phonological awareness, spelling rules, or syllable instruction, visual drill	Grades K-3	-If given, the parents or caregivers of students who are receiving specific interventions will be provided with a letter of intended services at the time services begin for that child once per academic year.

	(Orton- Gillingham), Auditory Drill, phoneme segmentation, and sound Manipulation.		
95 Phonics Core Program	The 95 Phonics Core Program supports students who struggle with phonics skills such as letter identification, letter sounds, phonemic awareness, blending and segmenting words, vocabulary, and comprehension skills.	Currently used with grades 1-2 but the program is available for prek-6.	
Rewards -Intermediate	Rewards is a phonics based program with lessons in letter sounds, syllabification, fluency, spelling, and vocabulary. Students gain competency in decoding, fluency and vocabulary through the systematic application of explicit instruction and gradual release of responsibility leading to independent strategy use.	Grades 3-5	
UFLI Foundations (University of Florida Learning Institute)	The UFLI reading program is an evidence-based, explicit and systematic phonics program. It is structured to introduce students in the primary grades to the foundational knowledge and skills necessary for proficient reading. Including skills needed to read with automaticity and confidence. Lessons include phonemic awareness, visual,	Grades k-3	

	auditory, and blending drills, word work, and irregular words.		
Stepping Stones to Literacy	Stepping Stones to Literacy is an early literacy intervention aimed primarily at kindergarten. It involves oral language and listening, conventions, phonological awareness, phonemic awareness, blending, and alphabetic knowledge.	Grade K	

## Personal Reading Plans

Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan.

This plan includes:

- early literacy assessment data
- overall early literacy analysis
- student goals and support/intervention 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 15 days of a screener or diagnostic assessment.

Families/caregivers can expect to receive updates about the student's progress at least 3 times a year.

## Exit Criteria

To exit a personalized reading plan, a child must demonstrate an adequate rate of progress

in reading development according to grade-specific measures, additionally, the student's parent and the school must agree that the student has met the goals outlined in the plan.

- For children in 5K, an adequate rate of progress for exiting a personalized reading plan is measured by nonsense word fluency and phoneme segmentation fluency.
- For children in grades 1 and 2, progress is assessed through oral reading fluency.
- For children in grade 3, an adequate rate of progress includes both oral reading fluency and achieving grade-level scores in reading on the Wisconsin Forward Exam.

## Section 4: Family and Community Engagement

### Family Notification Policy

The school shall provide the results of the universal screener and, if applicable, the diagnostic assessment in writing to the student's parent/caregiver no later than 15 days after the universal screening is scored. The following information will be included:

- The student's score on the universal screener and, if applicable, the diagnostic assessment.
- The student's score in each early literacy skill category that is assessed
- The student's percentile rank on the assessment(s), if available.
- The definition of "at-risk" and the score on the assessment(s) that would indicate a student is at-risk.
- A plain language description of the literacy skills measured by the assessment.
- Information about appropriate interventions and accommodations for students with characteristics of dyslexia. (See <https://dpi.wi.gov/reading/dyslexiaguidebook> )

### Family and Community Engagement Strategies

Families and communities are active partners and key collaborators in achieving the goal of literacy success for every learner. Early family engagement strategies for promoting literacy are crucial in laying a strong foundation for a child's reading and writing skills. Here are some effective strategies:

- **Daily Reading Time:** Set aside time each day to read with your child. Choose a variety of books that are appropriate for their reading level and interests. Reading aloud together helps build vocabulary, listening skills, comprehension, and a love for

reading.

- **Visit the Library:** Make regular trips to your local library. It's a great way to find new books and foster a love of reading. Ask the librarians or your child's teacher for help in selecting age-appropriate books.
- **Engage in Storytelling and Language-Rich Activities:** Incorporate storytelling, singing, and conversations in your home daily interactions with your child. Strive for 5 back and forth comments or questions on one subject with your child to strengthen your child's oral language skills, which are the crucial bedrock for literacy development.
- **Attend School Literacy Events:** Join in and attend the school's family nights. These events are important for boosting literacy skills and fostering a love for reading.
- **Encourage Writing:** Provide opportunities for your child to write daily or weekly. This can include writing grocery lists, thank-you notes, or even keeping a simple journal. Writing helps reinforce letter formation, spelling, and the connection between sounds and letters.
- **Play Word Games:** Introduce word games like Scrabble Junior or Boggle. These games make learning fun while helping your child develop spelling, vocabulary, and word recognition skills.
- **Build Vocabulary Through Conversation:** Engage your child in regular conversations and introduce new words and word meanings in context. Discuss daily activities, ask open-ended questions, and encourage your child to express their thoughts and ideas.

## Section 5: Strategic Use of Data

### Early Literacy Instructional Evaluation Process

The Tigerton School District uses assessment results from the universal screener, diagnostic assessments, and the Wisconsin Forward Exam to comprehensively evaluate early literacy instruction. By systematically analyzing this data in the classroom and at the district level, the district identifies trends and patterns in student performance, assesses the effectiveness of current instructional strategies, and pinpoints areas where additional support may be needed.