

Early Literacy Remediation Plan for Boscobel Elementary School

Diagnostic Reading Assessment

Boscobel Elementary School uses the following diagnostic reading assessment tools to evaluate early literacy skills:

- **AimswEBPLUS:** skills-based benchmark assessments and progress monitoring to identify at-risk students and assess growth (Pk-8)
- **i-Ready:** assessment that identifies students' strengths and weaknesses, and provides teachers with actionable data to guide instruction for grades (K-8)

These assessments are administered three times per academic year to identify students at risk of reading difficulties, including characteristics of dyslexia.

2. Reading Interventions for Dyslexia

The district employs evidence-based reading interventions that are explicitly designed to address the characteristics of dyslexia, including:

- **Orton-Gillingham Approach:** A multisensory, sequential, and phonics-based program targeting foundational literacy skills.
- **Structured Literacy Programs (e.g., UFLI):** Designed to teach reading skills, emphasizing decoding and spelling explicitly.
- **Phonemic Awareness:** Heggerty Phonemic Awareness focuses on sound manipulation.
- **Fluency Building Exercises:** Targeted repetition and practice with texts to improve reading speed and accuracy.

All interventions are delivered by trained staff and are tailored to individual student needs, ensuring alignment with the principles of structured literacy.

3. Monitoring Pupil Progress

Progress monitoring is an integral part of our literacy intervention program. The following tools and schedules are used:

- **AimswEBPlus:** This tool collects data on foundational literacy skills, such as phonemic awareness, letter recognition, phonics, and fluency in reading connected text. It also measures oral reading fluency (words read correctly per minute) and reading comprehension.

Progress is monitored weekly or bi-weekly to evaluate the effectiveness of interventions and make necessary adjustments. Teachers and support staff document progress in the aimswEBPLUS platform.

4. Use of Assessment Results

Early literacy assessment results are analyzed to:

- Identify trends and gaps in literacy instruction.
- Inform professional development for educators.
- Refine curriculum and instructional strategies.

The district conducts data meetings to evaluate the impact of early literacy initiatives and ensure continuous instructional improvement.

5. Parent Notification Policy

Boscobel Elementary School adheres to a transparent parent notification policy in compliance with Act 20. Key components include:

- **Initial Notification:** Parents are informed within [timeframe, e.g., 15 days] if their child is identified as at risk of reading difficulties.
- **Ongoing Communication:** Regular updates on the child's progress are provided [frequency, e.g., monthly] through [method, e.g., parent-teacher conferences, written reports].
- **Resources and Support:** Parents receive information about available resources, including workshops, reading materials, and community programs to support literacy development at home.

Boscobel Elementary School is committed to fostering early literacy through comprehensive assessment, targeted interventions, progress monitoring, data-driven instruction, and active parental engagement. This plan reflects our dedication to supporting all students in achieving literacy proficiency and ensuring compliance with Wisconsin Act 20.