



School District of Turtle Lake

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"To foster a culture of excellence where every person belongs, learns and succeeds."

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School District of Turtle Lake Early Remediation Plan

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Section 1: Introduction

District's Vision and Mission: To foster a culture of excellence where every person belongs, learns, and succeeds.

Early Literacy Vision and Mission: It is the mission of Turtle Lake Elementary School to ensure high levels of literacy learning for each student. Through mutual respect within the total school community, our children will grow and learn in a positive atmosphere where staff, students, parents, and the community together are enthusiastic about the teaching and learning process.

Spanish Copy of Plan: This link will open a copy of a Spanish version of the Early Literacy Remediation Plan

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](#)

We identify essential standards in reading and math using the Wisconsin Common Core State Standards. We do this by using our district's universal screener (Aimswest) and include progress monitoring with Aimswest, Fountas and Pinnell running records, and Math running records. Summative assessments include end-of-unit tests for Wonders and Math Expressions for our reading and math curricula. Along with these common formative assessments, such as day-to-day unit check sheets, quizzes, discussions, and other anecdotal evidence, are used in daily lesson planning.

Using these summative, formative, and universal screeners, we use the national percentile of Aimswest to help guide us in our data team meetings. We also use common formative assessments and the Fountas and Pinnell leveling system to determine the students who need Tier II and III interventions and to create leveled groups for in the classroom. With these results, lessons are planned by classroom teachers and interventionists to meet individual student needs. Daily RtI blocks of time are included in

the daily schedule for intervention, enrichment, and small group intervention in the classroom. Using the following interventions for reading and math (Fountas and Pinnell, Reading Mastery, ExtraMath, Wonders reading curriculum, and Math Expressions, OG instruction, Phonics to Reading, and RIME Magic) helps to strengthen our academic programs and improve instruction for student learning. Common planning time (PLCs) is attended weekly by staff, and data team meetings are planned quarterly to review and realign RtI groups. Remedial Summer School classes are offered and encouraged for students who may be at risk of academic failure during the summer break.

Our core curriculum has been carefully chosen to align to Common Core State Standards and has been shown to be at least 80% effective at each of our grade levels. Early and primary levels are required to have 120 cumulative minutes of reading and 60 minutes of math. Intermediate levels (3-5) require 60-75 cumulative minutes of reading and 30-45 minutes of math. We differentiate within the core to meet the individual learning needs of all students. For students with special education needs, the least restrictive environment is considered carefully.

The Title I school-wide program is used to facilitate a learning environment in which all students will receive the necessary resources and educational support to achieve and maintain success in the core academic fields of reading and math. Students are regularly assessed to determine changing needs and how to better achieve the district-wide goals. Staff members collaborate with specific Title teachers, ensuring that students are receiving proper instruction to ensure that all will graduate with the tools necessary to thrive.

All students are given the B.E.S.T. (Behavioral Emotional Social Traits) screener by the classroom teacher to assess the behavioral health of each student and the classroom. Daily social/emotional lessons are delivered in each classroom through Character Strong. Through all of these resources, teachers will work to build individual relationships with each student. PBIS is our school-wide behavioral system.

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners:

- Statewide 4K Fundamental Skills - Screening Assessment Windows/Dates:
 - Fall - August 1-October 23, 2026
 - Spring - March 15-May 7, 2027
- Statewide 5K-3rd grade Fundamental Skills Screening Assessment Windows/Dates:
 - Fall - August 1-October 23, 2026
 - Winter - December 1, 2026-January 29, 2027
 - Spring - March 15-May 7, 2027
 - State Forward Testing (Gr. 3-5) - March 15-April 23, 2027

4K Screeners		
Skill Area:	Assessment:	Description of Assessment:
<u>Phonemic Awareness</u> : hearing, saying, and manipulation individual sounds in spoken words	Initial Sounds	Student is provided a page with four pictures. Student will be asked to either point to a picture of a word that matches the initial sound the teacher says or make the initial sound of a word spoken by the teacher.
<u>Letter Sound Knowledge</u> : knowing the sounds of printed letters	Letter Word Sound Fluency	Measures a student's letter sound knowledge. A student has 1 minute to say the sounds of visually presented letters, syllables, and words that they know.
5K (Kindergarten) Screeners		
Skill Area:	Assessment:	Description of Assessment:
<u>Phonemic Awareness</u> : hearing, saying, and manipulation individual sounds in spoken words	Initial Sounds	Student is provided a page with four pictures. Student will be asked to either point to a picture of a word that matches the initial sound the teacher says or make the initial sound of a word spoken by the teacher.
<u>Letter Sound Knowledge</u> : knowing the sounds of printed letters	Letter Word Sound Fluency	Measures a student's letter sound knowledge. A student has 1 minute to say the sounds of visually presented letters, syllables, and words that they know.
<u>Alphabet Knowledge</u> : knowing the names of printed letters	Letter Naming Fluency	Student will have 1 minute to say the names of visually presented upper and lowercase letters.
<u>Oral Vocabulary</u> : understanding the meanings of words when speaking or listening	Auditory Vocabulary	Student will match a picture to an orally presented word.

<u>Decoding Skills</u> : connecting sounds to written letters to read printed words	Letter Word Sound Fluency	Measures a student's letter sound knowledge. A student has 1 minute to say the sounds of visually presented letters, syllables, and words that they know.
1st Grade Screeners		
Skill Area:	Assessment:	Description of Assessment:
<u>Phonemic Awareness</u> : hearing, saying, and manipulation individual sounds in spoken words	Phoneme Segmentation	Student will listen to a word that is spoken by the teacher and then say each sound they hear in the word.
<u>Letter Sound Knowledge</u> : knowing the sounds of printed letters	Letter Word Sound Fluency	Measures a student's letter sound knowledge. A student has 1 minute to say the sounds of visually presented letters, syllables, and words that they know.
<u>Oral Vocabulary</u> : understanding the meanings of words when speaking or listening	Auditory Vocabulary	Student will match a picture to an orally presented word.
<u>Decoding Skills</u> : connecting sounds to written letters to read printed words	Oral Reading Fluency	Student will read 2 stories aloud, each for 1 minute.
2nd - 3rd Grade Screeners		
Skill Area:	Assessment:	Description of Assessment:
<u>Oral Vocabulary</u> : understanding the meanings of words when speaking or listening	Vocabulary	Student will choose the meaning of target words by selecting from multiple-choice options.
<u>Decoding Skills</u> : connecting sounds to written letters to read printed words	Oral Reading Fluency	Student will read 2 stories aloud, each for 1 minute.
<u>Reading Comprehension</u> : understand what one reads, to grasp the meaning of text, and to connect it with prior knowledge	Reading Passage Comprehension	Student reads literary and informational passages silently and answers multiple-choice questions about each passage

Parent/Caregiver Communication:

- Parents and caregivers can expect to receive a letter sent home with their child within 15 days of the scoring of the statewide early literacy screener.
- 4K - Reports will be sent twice/year in the fall and spring
- 5K-3rd - Reports will be sent 3 times/year in the fall, winter and spring.
- Please notify the school of your preferred language and mode of communication.

Screening Guidelines:

Kindergarten through fifth grade are screened at least three times throughout the school year. For math, K-5 are screened with Aimsweb for reading and math. The testing occurs once in the Fall (September/October), Winter (January), and Spring (April/May).

- ☐ When a new student enters the district, after the initial universal screener in September/October, the interventionists will administer the universal screeners (FastBridge, running records, etc) after 3-4 weeks of the student attending school.
- ☐ English learners and multilingual students will be assessed by classroom teachers and interventionists in smaller groups.
- ☐ Students with disabilities will be assessed by their IEPs and/or 504 accommodations.

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).

Skill Area:	Assessment:	Description of Assessment:
<u>Rapid Naming (RAN):</u>	Aimsweb RAN CTOPP-2	The student names drawings of objects on a page as quickly as possible.
<u>Phonemic Awareness:</u>	Aimsweb Phoneme Segmentation	Student will listen to a word that is spoken by the teacher and then say each sound they hear in the word.
<u>Phonological Awareness:</u>	Aimsweb Letter Word Sound Fluency	Measures a student's letter sound knowledge. A student has 1 minute to say the sounds of visually presented letters, syllables, and words that they know.
<u>Word Recognition:</u>	Aimsweb Word Reading Fluency	Student reads aloud from 2 pages of word lists for 1 minute.

<u>Spelling:</u>	Aimswest Spelling Words Their Way Primary/Elementary Spelling Inventory	Student hears an English word in the context of a sentence, and then writes it down.
<u>Decoding:</u>	Aimswest Nonsense Word Fluency	Student reads aloud from 1 page of nonsense words for 1 minute.
<u>Oral Vocabulary:</u>	Aimswest Vocabulary	Student will choose the meaning of target words by selecting from multiple-choice options.
<u>Listening Comprehension:</u>	Aimswest Listening Comprehension	Student looks at four pictures while listening to a one-, two-, or three-sentence prompt in English, and then chooses the picture that matches what they heard.
<u>Oral Reading Fluency:</u>	Aimswest Oral Reading Fluency	Student will read 2 stories aloud, each for 1 minute.
<u>Reading Comprehension:</u>	Aimswest Reading Comprehension	Student reads literary and informational passages silently and answers multiple-choice questions about each passage

Diagnostic Assessment Administering

Diagnostics will be administered when a student scores below the 25th%tile on the reading screener. The administering will occur **within 10 days** after the reading screener is scored. (calendar days not school days)

- ☐ English learners and multilingual students will be assessed by interventionists in small groups or one-on-one situations.
- ☐ Students with disabilities will be assessed by their IEPs and/or 504 accommodations.

Parent/Caregiver Communication:

Diagnostic assessment results must be communicated with the parent/caregiver, which includes the student's score for each area assessed, along with a plain language description of those skills, and the score indicating whether or not the child is at risk. If the child is at risk, the following information must be included in the parent notification: information about how to make a special education referral, a description of common indicators and characteristics of dyslexia, and information about interventions and accommodations for children with characteristics of dyslexia (from the WI Informational Guidebook for Dyslexia and Related Conditions)

Screener Results Parent Letter

- Parents will be notified by letter **within 10 calendar days** of completed screeners.
- [Family History Survey](#) - families will receive this history survey

Other Relevant Assessment Data:

Assessment Tool:	Purpose:	Parent/Caregiver Communication
Running Records	To determine appropriate text levels to guide reading instruction.	2 times/year at Parent Teacher Conferences and at IEP meetings
CTOPP-2	To identify dyslexia tendencies.	days after administration or at Parent Teacher Conferences
ACCESS	To determine proficiency level in English of students who speak another language other than English.	Spring of each year
State Forward Exam	To determine grade level proficiency in reading and English language arts.	Fall of the following year

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.

Literacy Skill(s):	Intervention Strategy or Resource(s)	Strategies for Weekly Progress Monitoring
Basic Reading	-From Phonics to Reading -Leveled Literacy Intervention (LLI) -Reading Mastery -RIME Magic -Words Their Way -Sound Partners -Decoder Kids -UFLI -Word Connections -Lexia	Aimsweb: -Initial Sounds (K) -Letter Name Fluency (K) -Letter Word Sound Fluency (K) -Nonsense Word Fluency (K&1) -Word Reading Fluency (K&1) -Oral Reading Fluency (1-3)
Fluency	-HELPS Fluency -Leveled Literacy Intervention (LLI) -Lexia	Aimsweb: -Word Reading Fluency (K&1) -Oral Reading Fluency (1-3)

Comprehension	-Leveled Literacy Intervention (LLI) -Comprehension Toolkit -Passages to Comprehension -Vocabulary Workshop	Aimsweb: -Maze
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Personal Reading Plans

- [Sample Personal Reading Plan \(PRP\)](#)
- English learners, multilingual students or students with an IEP/504 will receive the same PRP as all other students based on individual student needs. These PRPs will incorporate data from any other plans they may already have.
- Signed plans will be stored in house with the Reading Specialist/Title I Coordinator.
- Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan will include:
 - 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**
- [Wisconsin's Informational Guidebook on Dyslexia and Related Conditions](#)
- Promotion Policy

Summer Reading Support

- Summer reading support will be determined by any student who falls below the 25th%tile on the spring reading screener.
- Retention Plan Policy -[Policy 5411 Third Grade Promotion and Retention: At-Risk Students](#)
- Beginning the summer of 2027, 3rd grade students still on a reading plan, must attend summer school for reading intervention per state statute. 20 minute intervention sessions will be held during summer school. Students will sign up for 4 hours of classes and at some point during their summer school day, they will be pulled for 15-20 minutes of reading interventions. Supplies will be provided for students who would like to continue their reading progress over the summer after summer school is complete.

Personal Reading Plan - Exit Criteria

- Third Grade Promotion Retention Policy 5411
- 5K-3rd grade will exit their PRP when they score above the 25%tile on the next scheduled reading screener.
 - 5k Composite score of Letter Name Fluency and Letter Word Sound Fluency
 - 1st Grade Composite Oral Reading Fluency, Nonsense Word Fluency, and Word Reading Fluency
 - 2nd - 3rd Grade Oral Reading Fluency
- Students who exit a PRP will continue to receive the same support they were receiving while on the PRP until they are consistently above the 25%tile in the current grade level.
- Consistent data will be collected throughout the year to ensure that the student will be able to continue to maintain grade-level literacy skills through universal instruction alone.

Section 4: Family & Communication Engagement

Family Notification Policy

- [District Parent and Family Engagement in Title I Programs 2261.01](#)
- [Title I Parent/Family Engagement Plan](#)
- [Title I/Title III School Parent and Family Engagement Policy Plan](#)

Family and Community Engagement Strategies

Families and communities are active partners and key collaborators in achieving the goal of literacy success for every learner.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

The Elementary School's Data Team consists of the grade level classroom teachers, interventionists, Reading Specialists, and the building principal. We use our data to ensure that students are making gains at all levels. To discuss any concerns, we meet three times a year at a data meeting to talk about the students and where there might be gaps in the core instruction. Through these meetings, we discovered our students weren't learning certain academic concepts due to our curriculum resource scope and sequence not being timely in conjunction with the screener date, therefore, we adjusted when the students were screened. Elementary Data wall that includes the students' Aimsweb scores and running record levels. These data points plus classroom assessments aid in the formation of RtI groups for Tier I and Tier II interventions. We use the data to set our Continuous Improvement Plan SMARTIE goal and to help us determine areas of strengths and improvement in our Title I schoolwide plan.