



SCHOOL DISTRICT OF PITTSVILLE

Early Literacy Remediation Plan

Section 1: Introduction

Pittsville School District's Early Literacy Remediation Plan

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District vision: To engage and develop life-long learners by inspiring all to reach their full potential.

District mission: To collaborate with families and the community to: foster a love of learning, strengthen and expand partnerships, and provide innovative opportunities FOR ALL.

Early literacy vision and mission: To support the literacy development of all learners by ensuring they receive high-quality instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Link to plan in Spanish: Coming Soon

This Early Literacy Remediation Plan was written and reviewed by a team of Pittsville Elementary staff.

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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](#)

All students will receive Tier 1 instruction from classroom teachers utilizing the [Bookworms Reading & Writing](#) curriculum. The Bookworms Curriculum is designed to support deep knowledge building, systematic foundational skills & fluency, and equitable access to challenging

texts.

Tier 2 instruction will be provided by classroom teachers during the Differentiated Instruction block. Differentiated materials from the Bookworms Reading & Writing Curriculum will be used based on student data. Tier 3 instruction will be done by the Reading Specialist, Reading Interventionist, and/or Special Education Teachers. Systematic, research-based interventions, including [UFLI Foundations](#), [Sound Partners](#), and [Sunday](#), may be used for students who score under the 25th National Percentile on the benchmark screener assessment.

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners	Parent/Caregiver Communication
<p>Statewide 4K Fundamental Skills Screening Assessment <i>Pearson aimswebPLUS</i> (phonemic awareness & letter-sound knowledge)</p> <p>Screening windows/dates: Fall (beginning in 2025) Spring</p>	<ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter from classroom teachers that will be sent within 15 days of the scoring of the statewide early literacy screener. • Reports will be sent twice per year in the fall and spring. • Please notify the school of your preferred language and mode of communication.
<p>Statewide 5K-3 Universal Screener <i>Pearson aimswebPLUS</i> (phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding & oral vocabulary)</p> <p>Screening windows/dates: Fall Winter Spring</p>	<ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter from classroom teachers that will be sent within 15 days of the scoring of the statewide early literacy screener. • Reports will be sent three times per year-fall, winter, and spring. • Please notify the school of your preferred language and mode of communication.
<p>Additional diagnostic assessments will be administered as needed to determine a student’s instructional needs and next steps.</p>	

Other Relevant Assessment Data	Parent/Caregiver Communication
<ul style="list-style-type: none"> • Bookworms Reading and Writing Assessments <ul style="list-style-type: none"> ○ Used to inform Tier 1 and Tier 2 instruction 	<ul style="list-style-type: none"> • Classroom teachers will share relevant data with parents at parent/teacher conferences.

<ul style="list-style-type: none"> • Wisconsin Forward Exam <ul style="list-style-type: none"> ○ Will be used to determine a student's recommendation for summer remediation (3rd grade and above) 	<ul style="list-style-type: none"> • Forward Exam results will be mailed to the families of 3rd grade students from the previous year.
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Section 3: Student Supports

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 monitoring of progress
Phonological Awareness	<ul style="list-style-type: none"> • University of Florida Literacy Institute (UFLI) 	<ul style="list-style-type: none"> • aimswebPLUS Letter Naming Fluency Progress Monitoring • aimswebPLUS Letter Word Sounds Fluency Progress Monitoring
Phonemic Awareness	<ul style="list-style-type: none"> • University of Florida Literacy Institute (UFLI) 	<ul style="list-style-type: none"> • aimswebPLUS Initial Sounds Progress Monitoring
Phonics	<ul style="list-style-type: none"> • University of Florida Literacy Institute (UFLI) 	<ul style="list-style-type: none"> • aimswebPLUS Nonsense Word Fluency Progress Monitoring
Vocabulary	<ul style="list-style-type: none"> • Florida Center for Reading Research • Word Connections 	<ul style="list-style-type: none"> • aimswebPLUS Classic Maze Progress Monitoring
Fluency	<ul style="list-style-type: none"> • University of Florida Literacy Institute (UFLI) • Florida Center for Reading Research • Word Connections 	<ul style="list-style-type: none"> • aimswebPLUS Oral Reading Fluency Progress Monitoring
Comprehension	<ul style="list-style-type: none"> • Florida Center for Reading Research • Word Connections 	<ul style="list-style-type: none"> • aimswebPLUS Classic Maze Progress Monitoring

Personal Reading Plans

- Students in grades K-3 who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. [This plan](#) includes:
 - a description of the science-based early literacy programming;
 - 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/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 parent/teacher.
- Families/caregivers can expect to receive updates about the student's progress at least every 10 weeks.
- This Personal Reading Plan can exist concurrently with or without an Individualized Education Plan (IEP), Individualized Language Plan (ILP), or 504 Plan.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

https://dpi.wi.gov/sites/default/files/imce/reading/Dyslexia_Guidebook.pdf

Promotion Policy

Promotion Policy coming July 1, 2025

Promotion Policy effective September 1, 2027

Summer Reading Support

All students are encouraged to check out books from the public library and practice any reading materials provided by classroom teachers throughout the school year.

Students requiring extra reading support will be recommended for the Pittsville Elementary Summer School program.

Summer School Programming coming 2027-2028 school year

Exit Criteria

Students in grades K-3 will be provided with a soft exit from their Personal Reading Plan when they perform at or above the 25th National Percentile on the aimswebPLUS screener in the fall,

winter, or spring. Students' progress will continue to be monitored weekly for 10 weeks. When the students perform at or above the 30th National Percentile 8 out of 10 times being monitored, they will be released from their Personal Reading Plan.

Section 4: Family and Community Engagement

Family Notification Policy

- Parents/caregivers of students in 5K-3 will be notified of the AimswebPLUS screener results via student folders within 15 days of the screener assessment being completed. This will be in the fall, winter, and spring.
- Pittsville Elementary staff will be in communication with families about the need for additional diagnostic assessments, as well as the development of a Personal Reading Plan, if needed.

Family & Community Engagement Strategies

Families are encouraged to reach out to their child's teacher and/or reading interventionist for ideas and resources that will help to reinforce what your child is learning at school and strengthen their skills.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

The reading specialist, reading interventionist, principal, and any other staff will be monitoring data continuously to ensure sufficient progress is being made throughout the grade levels. The ELA Curriculum will be evaluated yearly to ensure the components are being implemented with fidelity and professional development is offered to staff, if needed. Data meetings will be scheduled regularly throughout the school year to inform staff of any necessary changes being made in regards to students' needs. Data from the AimswebPLUS screener assessment, as well as progress monitoring, will be evaluated by classroom teachers, reading interventionists, and/or special education teachers during weekly PLC times.