



Early Literacy Remediation Plan

Blair-Taylor Elementary School

Early Literacy Plan

1. Universal Instruction

2. Assessment

3. Student Supports

4. Caregiver Partnership



Universal Instruction

Our Reading Curriculum: HMH Into Reading

At Blair-Taylor Elementary, we use **Into Reading** by Houghton Mifflin Harcourt (HMH) as our core reading and language arts curriculum. This comprehensive program is designed to support students in becoming confident, capable readers and writers through high-quality instruction, engaging texts, and meaningful practice.

Universal Instruction cont.

Highlights of Into Reading

High-Quality, Diverse Texts

Into Reading features a wide variety of fiction, nonfiction, poetry, and culturally relevant literature. Students are exposed to rich, engaging stories that promote comprehension, vocabulary growth, and a love of reading.

Strong Phonics and Foundational Skills

In the early grades, the curriculum places a strong emphasis on phonemic awareness, phonics, fluency, and decoding skills. These are the building blocks of reading success, and they are taught systematically and explicitly.

Differentiated Instruction

Into Reading provides tools and resources for teachers to meet the needs of all learners. Whether a student needs extra support or additional challenge, the curriculum offers small group options, intervention activities, and enrichment materials.

Reading Comprehension and Critical Thinking

Students learn to dig deeper into what they read through comprehension strategies, discussion, and response activities. They are encouraged to think critically, make connections, and support their thinking with evidence from the text.

Family Connection Opportunities

We value the important role families play in a child's literacy journey. Into Reading includes take-home resources and suggestions for how families can support reading at home.

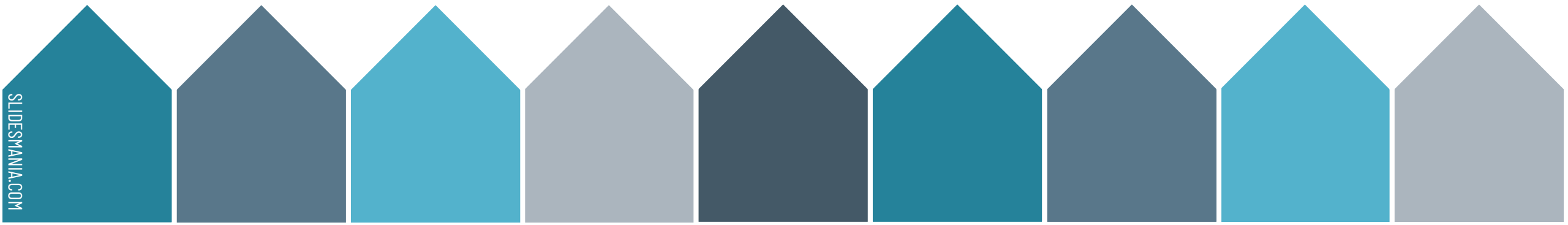
Screeners Assessments

Students in the Blair-Taylor School District are assessed three times per year using the AimswebPlus assessment system. This assessment system helps identify students' strengths and areas of support related to their reading abilities. Three benchmark assessment windows take place during the school year.

Beginning of the Year: September

Middle of the Year: January

End of the Year: April



Reading Readiness Screener Assessment

| | 4k | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade |
|-------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Beginning of Year | <ul style="list-style-type: none"> - Initial Sounds | <ul style="list-style-type: none"> - Initial Sounds - Letter Sounds - Letter Naming - Auditory Vocabulary | <ul style="list-style-type: none"> - Phoneme Segmentation - Letter Sounds - Auditory Vocabulary - Oral Reading Fluency | <ul style="list-style-type: none"> - Oral Reading Fluency - Vocabulary - Reading Comprehension | <ul style="list-style-type: none"> - Oral Reading Fluency - Vocabulary - Reading Comprehension |
| Middle of Year | | <ul style="list-style-type: none"> - Initial Sounds - Letter Sounds - Letter Naming - Auditory Vocabulary | <ul style="list-style-type: none"> - Auditory Vocabulary - Oral Reading Fluency | <ul style="list-style-type: none"> - Oral Reading Fluency - Vocabulary - Reading Comprehension | <ul style="list-style-type: none"> - Oral Reading Fluency - Vocabulary - Reading Comprehension |
| End of Year | <ul style="list-style-type: none"> - Initial Sounds - Letter Sounds | <ul style="list-style-type: none"> - Initial Sounds - Letter Sounds - Letter Naming - Auditory Vocabulary | <ul style="list-style-type: none"> - Auditory Vocabulary - Oral Reading Fluency | <ul style="list-style-type: none"> - Oral Reading Fluency - Vocabulary - Reading Comprehension | <ul style="list-style-type: none"> - Oral Reading Fluency - Vocabulary - Reading Comprehension |

Assessment Communication

Parents and caregivers can expect to receive a printed letter with screener results that will be sent home with your child within 15 days of the scoring of the statewide early literacy screener.

Reports will be send home tree times per year: Fall, Winter, and Spring. This will begin in the winter of 2024.

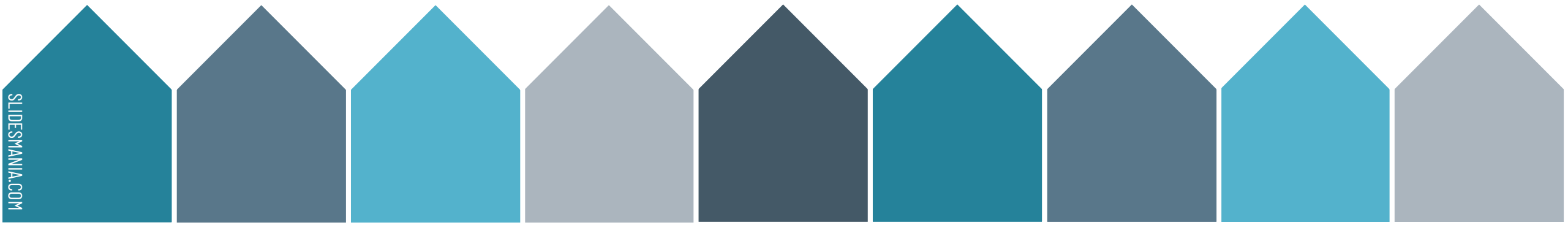
If you have questions or concerns about your child's assessment report, please contact your child's classroom teacher or District Reading Specialist, Cassie Hammond. hammocas@btsd.k12.wi.us

Additional 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 and/or parent/caregiver.

These diagnostic assessments come from the *aimswebPlus* assessment suite. Parents will be notified of their child's diagnostic assessment scores within 10 days of testing.

In addition, students are assessed regularly on classroom-based skills. These assessments are used to pinpoint a student's current performance in order to guide the next steps in instruction. These scores are shared with families on report cards.



Student Supports: Personal Reading Plan

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

This plan includes the student's

- Screening and diagnostic assessment scores
- Areas of focus for the reading plan
- How the child's skills will be supported
- Progress monitoring measure and goal

Caregivers are key partners in student learning! Please consider supporting your child's literacy learning at home with ideas for your student's reading areas of focus found within their learning plan.

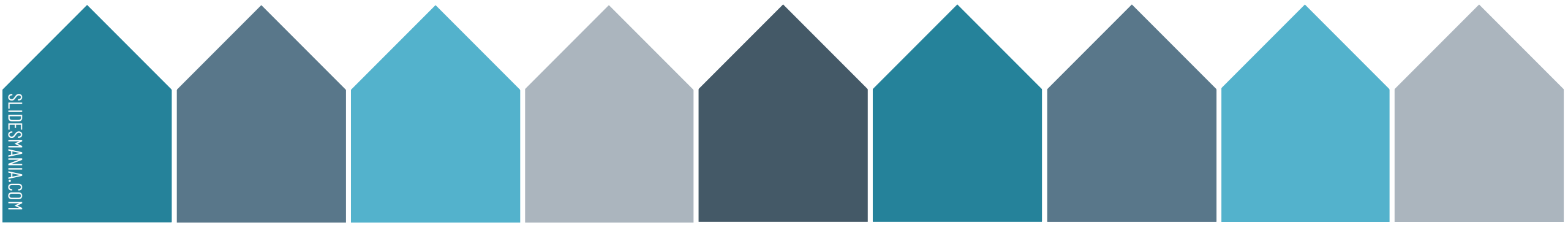
Personal Reading Plan Communication

Parents and caregivers can expect to receive a printed copy of their child's Personal Reading Plan (PRP). The reading plans will be sent home with your child within 10 days of their diagnostic testing.

Once a PRP is created, you can expect to receive updates about your student's progress at least every 10 weeks.

Attached to your child's PRP will be:

- A copy to a brief Family History Survey. Wisconsin Department of Public Instruction has asked each school to request a that a Family History Survey be completed for each family who has a student scoring below the 25th percentile on the universal screener.
- A signature page to sign and return, confirming that you have received your child's PRP.



Personal Reading Plan Tiers of Support

Tier 1: Universal Instruction

All students receive systematic and explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension

Tier 2: Differentiated Universal Instruction

All students who score below the 25th percentile on universal screeners receive differentiated instruction in the classroom, which includes additional support and monitoring.

Tier 3: Intensive Intervention

Some students also receive additional Tier 2 literacy instruction with an interventionist for 20 minutes??? 4 days per week, targeting areas of reading need.

Personal Reading Plan Progress Monitoring

All students who have a Personal Reading Plan (PRP) will have their progress monitored weekly using an appropriate progress monitoring tool from the aimswebPlus suite to track the impact of their personalized plan. The PRP will include a desired end-of-year goal for your student to attain on this assessment.

An appropriate tool(s) will be selected from the following subtests:

- Letter sound fluency
- Decodable word fluence
- Oral reading fluency

Reports of progress will be shared with families at least every 10 weeks.



Caregiver Partnership

Click on your child's area(s) of need to find at-home activities to support your child

[Letter Knowledge](#)

[Phonemic Awareness](#)

[Early Phonics](#)

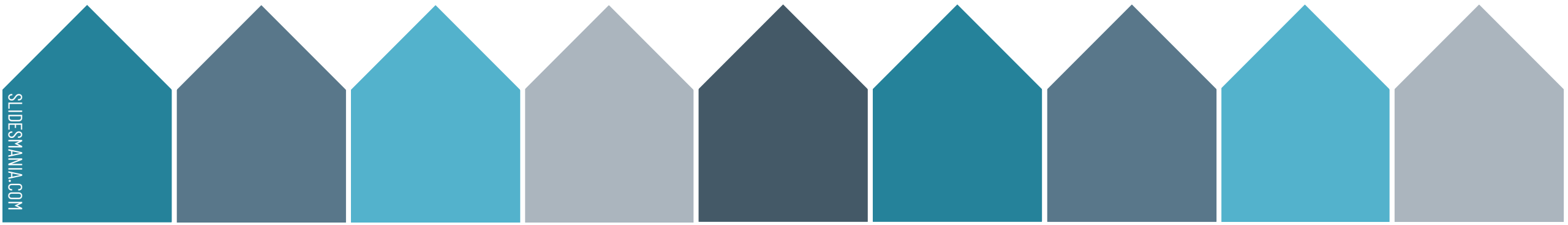
[Advanced Phonics](#)

[Oral Reading Fluency](#)

Caregiver Resources

The *aimswebPlus* assessments identify children who are at-risk for difficulties in learning to read, but they do not diagnose dyslexia or other learning disabilities. For more information about the characteristics of dyslexia, please see [Wisconsin's Informational Guidebook on Dyslexia and Related Conditions.](#)

If you believe that your child may have a disability that affects their ability to access, engage, and make progress in the general education curriculum, you can request a comprehensive evaluation for special education. This request must be in writing and should include the reason(s) why you believe your child has a disability. Please contact Madeleine Robinson, School Psychologist at (608)989-2525 ext. 352 for more information





Early Literacy Instructional Evaluation Process

Blair Taylor School District values continued improvement for our literacy practices and systems. Literacy assessment data is reviewed at the classroom, grade, building, and district level frequently. These analyses inform the targeted literacy improvements and professional development opportunities to guide continued growth as a district.