



Child Information

Student Name: _____ **DOB:** _____ **Grade:** _____ **School:** _____

Update for families on their child's Personal Support Plan (PSP).

Universal Literacy Instruction:

Your child will be challenged, positively and productively with Wit & Wisdom. They will build knowledge of the world and develop English language arts skills. Wit & Wisdom students read and study award-winning fiction and nonfiction texts, famous works of art, videos, photographs, and more. These texts awaken and expand students' curiosity. Through their work with these topics and texts, students hone their abilities to read challenging texts and to write and speak clearly, logically, and effectively. Wit & Wisdom students build strong knowledge and skills.

In Really Great Reading students learn to practice what good readers do, which is to pay attention to every word, read with a high rate of accuracy, and use strategies for attacking unfamiliar and multi-syllable words. Our lessons and activities explicitly teach phonemic awareness, phonics concepts, and word attack skills. They also focus on reading accurately, which translates to better comprehension.

Additional Supports: IEP ILP GT 504

Literacy Diagnostic Scores

Grade Level: Kinder 1st Grade 2nd & 3rd Grade

Key: Red is developing (1-24th percentile), Yellow is approaching (25-39th percentile), Green is meeting (40-74th percentile), and Blue is advanced (75th percentile and above).

Letter Naming Fluency: Student states the names of visually presented upper and lower case letters for one minute. Taken in fall only.

Phoneme Segmentation: Student states the phonemes in 15 orally presented words. Taken in winter and spring.

aimswebPlus - Phoneme Segmentation

Window	Grade	Score	NationalPercentileRank
24-25 Fall	1st	45 ■	77

Spelling: Student hears a word in the context of a sentence and then writes it down.

aimswebPlus - Spelling

Window	Grade	Score	NationalPercentileRank
24-25 Winter	1st	204 ■	60

Listening Comprehension: Student looks at 4 pictures while listening to a 1 - 3 sentence prompt and chooses the picture that matches what they heard.

aimswebPlus - Listening Comprehension

Window	Grade	Score	NationalPercentileRank
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Word Reading Fluency: Student reads a word list aloud for one minute.

aimswebPlus - Word Reading Fluency

Window	Grade	Score	NationalPercentileRank
24-25 Winter	1st	23 	24

Other Literacy Diagnostics Score (Level 3), if applicable:

Personal Support Plan (PSP)

Area of Focus:

Fluency

Goal:

Student will increase oral reading fluency from 27 WPM to 57 (32%ile) words per minute three times consecutively on the CBMr.

Exit Criteria / Benchmark:

Student met their personal support goal. Student scored a 57 (32%ile) on CBMr on three consecutive probes.

Plan to Monitor Progress:

Weekly informal fluency reads, and every 4 weeks CBMr.

Team Members Responsible for Implementing:

Classroom Teacher

Support(s) of PSP

Support:

Repeated reading

Level of

Universal

Universal+

Selected

Support:

Start Date:

2025-01-27

Weekly Frequency:

3x/week

Session Length:

15 minutes

Check if there is a need for another support.

Information for the Family

The following information (strategies to support your child, characteristics of dyslexia, and way to request a special ed evaluation) is not specific to your child but is required by the state to be on every student's Personal Support Plan per Act 20.

Strategies to assist your child in achieving reading proficiency:

- Have fun! Show your child the joy of reading.
- Ensure your child attends school regularly.
- Read to your child often and talk to them about the words and ideas in the book.
- Encourage re-reading to develop fluency.

Characteristics of dyslexia typically include the following:

- Persistent difficulty with phonological processing, which impacts one's ability to effectively decode letters into blended sounds to form words. A fundamental phonological processing problem may block access to more advanced aspects of reading, such as word identification and comprehension (Vellutino & Fletcher, 2007); block access to more advanced aspects of reading, such as word identification and comprehension;
- Persistence of slow, inaccurate, or labored oral reading below what is expected for their age and grade level despite effective instruction. "Many complex and interdependent...skills contribute to the ability to read fluently, including recognition of speech sounds, letters, words, connected text, memory, cognition, and even individual experiences" (Hasbrouck & Glaser 2019, 17). Other factors that influence fluency include text structure, purposes for reading, and engagement;
- Persistent difficulty with spelling despite responsive instruction and opportunities to write/spell, and spelling errors that reflect ongoing and persistent challenges with phonology, orthography, and morphology (Fletcher et al. 2019);
- Patterns of difficulty with rapid naming of familiar objects. "Assessments of naming speed in young children can help identify those who may subsequently develop reading difficulties, (Elliott and Grigorenko, 2014, 55). However, research has not indicated that RAN can be improved with intervention (Elliott and Grigorenko 2014);
- "Co-occurring conditions" or overlapping learning disabilities (Seidenberg 2017, 166) such as attention deficit hyperactivity disorder (ADHD), speech and language problems, dysgraphia (difficulty with handwriting and/or spelling), and math problems (dyscalculia) (Fletcher et al. 2019; Hasbrouck 2020; Seidenberg 2017); and
- Dyslexia often runs in families. "It is a moderately inheritable trait," and research "is beginning to identify specific genetic markers of dyslexia that involve several different genes" (Fletcher et al., 2019, 190).

- DPI Dyslexia Guidebook

If making a referral for a special education evaluation contact the school psychologist with a written request for evaluation. Be prepared to share information about the concerns you are having, including, why you believe your child has a disability, specific areas of concern, and any outside services your child has received.

PRP Signature Page

Personal Reading Plan (PRP) has been reviewed by the guardian(s),
teacher(s), and administrator.

Guardian:

Signature: _____ Date: _____

Guardian:

Signature: _____ Date: _____