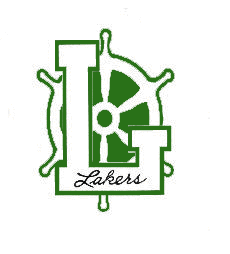
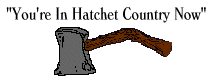
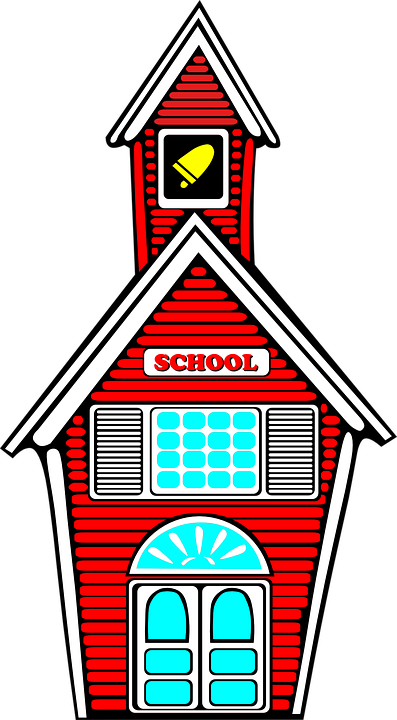
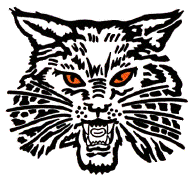
**Individual Reading Improvement Plan**

j0154100%5b1%5d



To be created within 30 days of identification using the school’s ASSESSMENT SYSTEM (multiple data sources)

If created for the first time in a grade beyond kindergarten, blank tables for unused prior grades can be deleted.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student Name: |  | | | Date of Birth: |  |
| Initial Plan Date: |  | School(s): |  | | |
| Plan Revision dates: |  | | | | |

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| **Developmental Kindergarten/Young Fives Planning Committee** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Members Invited: | | | | | | | | | | | | | Method: (in person, by email, or phone) | | | | | | | Attended? Y/N | | | Notes: | | |
| Parent: | | | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Teacher: | | | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Principal: | | | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Other: | | | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Describe factors that may affect reading performance such as Attendance, Vision/Hearing, Health, Environmental Disadvantage, Disability, English Language Learner, Social/Emotional: | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strengths: | | | | | | | | | | | | | | | | | | | | Area(s) of Concern: (Highlight Box with Black if unable to check box electronically)  ☐   Phonemic Awareness: *Ability to hear and manipulate sounds.*  ☐   Phonics: *Ability to understand relationship between letters and sounds they represent.*  ☐   Fluency: *Ability to read with sufficient speed and accuracy to support understanding.*  ☐   Vocabulary/Oral Language: *Knowledge of, and memory for, word meanings.*  ☐   Comprehension: *Ability to understand and draw meaning from text.*  ☐   Additional Teacher Feedback: | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Developmental Kindergarten/Young Fives Reading Assessment Data** | | | | | | | | | | | | | | | | | | | | | | | | | |
| PELI - Place an X under number to indicate tier and add actual score in blank column | | | | | | | | | | | | | | | | | | | | Date | Other Assessments and Results: | | | | |
| **TEST** | **Fall Assessor:**  **🡻Score** | | | | | **Winter Assessor:**  **🡻Score** | | | | | | | | **Spring Assessor:**  **🡻Score** | | | | | |  |  | | | | |
| **Alphabet Knowledge** |  | BM  6 | **1** | **2** | **3** |  | BM 17 | | **1** | | **2** | **3** | |  | | BM 23 | **1** | **2** | **3** |  |  | | | | |
| **Phonemic Awareness** |  | BM  4 | **1** | 2 | 3 |  | BM 10 | | **1** | | **2** | 3 | |  | | BM 13 | **1** | 2 | 3 |  |  | | | | |
| **Comprehension** |  | BM 13 | **1** | **2** | **3** |  | BM 16 | | **1** | | **2** | **3** | |  | | BM 17 | **1** | **2** | **3** |  |  | | | | |
| **Vocab/Oral Language** |  | BM 18 | **1** | **2** | **3** |  | BM 21 | | **1** | | 2 | **3** | |  | | BM 23 | **1** | **2** | **3** |  |  | | | | |
| **Language Index** |  | BM 114 | **1** | **2** | **3** |  | BM 132 | | **1** | | **2** | **3** | |  | | BM 143 | **1** | **2** | **3** |  |  | | | | |
| **Composite Index** |  | BM 159 | **1** | **2** | **3** |  | BM 201 | | **1** | | **2** | **3** | |  | | BM 231 | **1** | **2** | **3** |  |  | | | | |
| Notes: BM=Benchmark; 1=Tier 1 Low Risk; 2=Tier 2 Some Risk, Strategic; 3=Tier 3 At Risk, Intensive | | | | | | | | | | | | | | | | | | | | | | | | | |
| **KRA Language and Literacy Score:** | | | | | | | | A score of 262 or below is indicative of a need for an IRIP | | | | | | | | | | | | | | Notes: | | | |
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| **Developmental Kindergarten/Young Fives Intervention(s)**: | | | | | | | | | | | | | | | | | | | | | | | | | |
| Provided by: | | | | | | | | | | | | | | | Frequency: days/week | | | | | | | | | | Time: minutes per session |
| Progress Assessed with: | | | | | | | | | | | | | | | Progress Assessed by: | | | | | | | | | | |
| Progress Notes: | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Developmental Kindergarten/Young Fives Read at Home Plan** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intervention: | | | | | | | | | | Materials Provided: | | | | | | | | | | | | | | For Support, Contact: | |
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| **Kindergarten Planning Committee** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Members Invited: | | | | | | | | | | | | | Method: (in person, by email, or phone) | | | | | | | Attended? Y/N | | | Notes: | | |
| Parent: | | | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Teacher: | | | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Principal: | | | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Other: | | | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Describe factors that may affect reading performance such as Attendance, Vision/Hearing, Health, Environmental Disadvantage, Disability, English Language Learner, Social/Emotional: | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strengths: | | | | | | | | | | | | | | | | | | | | Area(s) of Concern: (Highlight Box with Black if unable to check box electronically)  ☐   Phonemic Awareness: *Ability to hear and manipulate sounds.*  ☐   Phonics: *Ability to understand relationship between letters and sounds they represent.*  ☐   Fluency: *Ability to read with sufficient speed and accuracy to support understanding.*  ☐   Vocabulary/Oral Language: *Knowledge of, and memory for, word meanings.*  ☐   Comprehension: *Ability to understand and draw meaning from text.*  ☐   Additional Teacher Feedback: | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Kindergarten Reading Assessment Data** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acadience – Place an X under number to indicate tier and add actual score in blank column | | | | | | | | | | | | | | | | | | | | Diagnostic/Formative Measures | | | | | |
| **TEST** | FALL Assessor: | | | | | WINTER Assessor: | | | | | | | | SPRING Assessor: | | | | | | Date | Assessment and Results: | | | | |
| **FSF** |  | BM 10 | **1** | **2** | **3** |  | BM 30 | | **1** | | **2** | **3** | |  | |  |  | | |  |  | | | | |
| **LNF** |  | BM  8 | **1** | **2** | **3** |  | BM 27 | | **1** | | **2** | **3** | |  | | BM 40 | **1** | **2** | **3** |
| **PSF** |  |  |  | | |  | BM 20 | | **1** | | **2** | **3** | |  | | BM 40 | **1** | **2** | **3** |  |  | | | | |
| **NWF** |  |  |  | | |  | BM 17 | | **1** | | **2** | **3** | |  | | BM 28 | **1** | **2** | **3** |  |
| **DCS** |  | BM 26 | **1** | **2** | **3** |  | BM 122 | | **1** | | **2** | **3** | |  | | BM 119 | **1** | **2** | **3** |  |  | | | | |
| Notes: FSF=First Sound Fluency; LNF=Letter Naming Fluency; PSF=Phoneme Segmentation Fluency; NWF=Nonsense Word Fluency; DCS=DIBELS Composite Score; BM=Benchmark; 1=Tier 1 Low Risk; 2=Tier 2 Some Risk, Strategic; 3=Tier 3 At Risk, Intensive | | | | | | | | | | | | | | | | | | | | | | | | | |
| KRA Language and Literacy Score: | | | | | | | | A score of 262 or below is indicative of a need for an IRIP | | | | | | | | | | | | | | Notes: | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Kindergarten Intervention(s)**: | | | | | | | | | | | | | | | | | | | | | | | | | |
| Provided by: | | | | | | | | | | | | | | | Frequency: days/week | | | | | | | | | | Time: minutes per session |
| Progress Assessed with: | | | | | | | | | | | | | | | Progress Assessed by: | | | | | | | | | | |
| Progress Notes: | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Kindergarten Read at Home Plan** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intervention: | | | | | | | | | | Materials Provided: | | | | | | | | | | | | | | For Support, Contact: | |
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| **Grade 1 Planning Committee** | | | | | | | | | | | | | | | | | | | | | |
| Members Invited: | | | | | | | | | | Method: (in person, by email, or phone) | | | | | | Attended? Y/N | | | | | Notes: |
| Parent: | | | | | | | | | |  | | | | | |  | | | | |  |
| Teacher: | | | | | | | | | |  | | | | | |  | | | | |  |
| Principal: | | | | | | | | | |  | | | | | |  | | | | |  |
| Other: | | | | | | | | | |  | | | | | |  | | | | |  |
| Describe factors that may affect reading performance such as Attendance, Vision/Hearing, Health, Environmental Disadvantage, Disability, English Language Learner, Social/Emotional: | | | | | | | | | | | | | | | | | | | | | |
| Strengths: | | | | | | | | | | | | | | | | Area(s) of Concern: (Highlight box with black if unable to check box electronically)  ☐   Phonemic Awareness: *Ability to hear and manipulate sounds.*  ☐   Phonics: *Ability to understand relationship between letters and sounds they represent.*  ☐   Fluency: *Ability to read with sufficient speed and accuracy to support understanding.*  ☐   Vocabulary/Oral Language: *Knowledge of, and memory for, word meanings.*  ☐   Comprehension: *Ability to understand and draw meaning from text.*  ☐   Additional Teacher Feedback: | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Grade 1 Reading Assessment Data** | | | | | | | | | | | | | | | | | | | | | |
| Acadience Universal Screening –– Place an X under number to indicate tier | | | | | | | | | | | | | | | | | | Diagnostic/Formative Measures | | | |
| TEST | FALL Assessor: | | | | | WINTER Assessor: | | | | | | SPRING Assessor: | | | | | | Date | | Assessment and Results: | |
| LNF |  | BM 37 | **1** | **2** | **3** |  |  |  | | | |  |  |  | | | |  |  | | |
| PSF |  | BM 40 | **1** | **2** | **3** |  |  |  | | | |  |  |  | | | |  |
| CLS |  | BM 27 | **1** | **2** | **3** |  | BM 43 | **1** | **2** | | **3** |  | BM 58 | **1** | **2** | | **3** |  |  | | |
| WWR |  | BM  1 | **1** | **2** | **3** |  | BM 8 | **1** | **2** | | **3** |  | BM 13 | **1** | **2** | | **3** |  |  | | |
| ORF |  |  |  | | |  | BM 23 | **1** | **2** | | **3** |  | BM 47 | **1** | **2** | | **3** |  | |  | |
| DORF ACC |  |  |  | | |  | 78% | **1** | **2** | | **3** |  | 90% | **1** | **2** | | **3** |  | |  | |
| DORF Retell |  |  |  | | |  |  | **1** | **2** | | **3** |  | BM 15 | **1** | **2** | | **3** |  | |  | |
| DCS |  | BM 113 | **1** | **2** | **3** |  | BM 130 | **1** | **2** | | **3** |  | BM 155 | **1** | **2** | | **3** |  | |  | |
| Notes: LNF=Letter Naming Fluency; PSF=Phoneme Segmentation Fluency; CLS – Correct Letter Sounds; WWR – Whole Words Read; ORF – Oral Reading Fluency; DORF ACC – DIBELS Oral Reading Fluency Percent of Words Read Accurately; DORF Retell – Quality of retell from ORF passages; DCS=DIBELS Composite Score; BM=Benchmark; 1=Tier 1 Low Risk; 2=Tier 2 Some Risk, Strategic; 3=Tier 3 At Risk, Intensive | | | | | | | | | | | | | | | | | | | | | |

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| **Grade 1 Intervention(s)**: | | | | |
| Provided by: | | Frequency: days/week | Time: minutes per session | |
| Progress Assessed with: | | Progress Assessed by: | | |
| Progress Notes: | | | | |
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| **Grade 1 Read at Home Plan** | | | | |
| Intervention: | Materials Provided: | | | For Support, Contact: |
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| **Grade 2 Planning Committee** | | | | | | | | | | | | | | | | | | | | | | |
| Members Invited: | | | | | | | | | | | | Method: (in person, by email, or phone) | | | | | | | Attended? Y/N | | Notes: | |
| Parent: | | | | | | | | | | | |  | | | | | | |  | |  | |
| Teacher: | | | | | | | | | | | |  | | | | | | |  | |  | |
| Principal: | | | | | | | | | | | |  | | | | | | |  | |  | |
| Other: | | | | | | | | | | | |  | | | | | | |  | |  | |
| Describe factors that may affect reading performance such as Attendance, Vision/Hearing, Health, Environmental Disadvantage, Disability, English Language Learner, Social/Emotional: | | | | | | | | | | | | | | | | | | | | | | |
| Strengths: | | | | | | | | | | | | | | | | | | | Area(s) of Concern: Highlight box with black if unable to check box electronically)  ☐   Phonemic Awareness: *Ability to hear and manipulate sounds.*  ☐   Phonics: *Ability to understand relationship between letters and sounds they represent.*  ☐   Fluency: *Ability to read with sufficient speed and accuracy to support understanding.*  ☐   Vocabulary/Oral Language: *Knowledge of, and memory for, word meanings.*  ☐   Comprehension: *Ability to understand and draw meaning from text.*  ☐   Additional Teacher Feedback: | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Grade 2 Reading Assessment Data** | | | | | | | | | | | | | | | | | | | | | | |
| Acadience Universal Screening – Mark X under number to indicate tier | | | | | | | | | | | | | | | | | | | Diagnostic/Formative Measures | | | |
| TEST | FALL Assessor: | | | | | | WINTER Assessor: | | | | | | SPRING Assessor: | | | | | | Date | Assessment and Results: | | |
| CLS |  | BM 54 | **1** | **2** | **3** |  | |  |  | | | |  | |  |  | | |  |  | | |
| WWR |  | BM 13 | **1** | **2** | **3** |  | |  |  | | | |  | |  |  | | |  |  | | |
| ORF |  | BM 52 | **1** | **2** | **3** |  | | BM 72 | **1** | **2** | **3** | |  | | BM 87 | **1** | **2** | **3** |  |  | | |
| DORF ACC |  | 90% | **1** | **2** | **3** |  | | 96% | **1** | **2** | **3** | |  | | 97% | **1** | **2** | **3** |  |  | | |
| DORF Retell |  | BM 16 | **1** | **2** | **3** |  | | BM 21 | **1** | **2** | **3** | |  | | BM 27 | **1** | **2** | **3** |  |  | | |
| DORF RQR |  |  |  |  |  |  | | BM 2 | **1** | **2** | **3** | |  | | BM 2 | **1** | **2** | **3** |  |  | | |
| DCS |  | BM 141 | **1** | **2** | **3** |  | | BM 190 | **1** | **2** | **3** | |  | | BM 238 | **1** | **2** | **3** |  |  | | |
| Notes: CLS – Correct Letter Sounds; WWR – Whole Words Read; ORF – Oral Reading Fluency; DORF ACC – DIBELS Oral Reading Fluency Percent of Words Read Accurately; DORF Retell; DORF RQR – Quality of retell from ORF passages; DCS=DIBELS Composite Score; BM=Benchmark; 1=Tier 1 Low Risk; 2=Tier 2 Some Risk, Strategic; 3=Tier 3 At Risk, Intensive | | | | | | | | | | | | | | | | | | | | | | |
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| **Grade 2 Intervention(s)**: | | | | | | | | | | | | | | | | | | | | | | |
| Provided by: | | | | | | | | | | | | | | Frequency: days/week | | | | | | | | Time: minutes per session |
| Progress Assessed with: | | | | | | | | | | | | | | Progress Assessed by: | | | | | | | | |
| Progress Notes: | | | | | | | | | | | | | | | | | | | | | | |
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| **Grade 2 Read at Home Plan** | | | | | | | | | | | | | | | | | | | | | | |
| Intervention: | | | | | | | | | Materials Provided: | | | | | | | | | | | | | For Support, Contact: |
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| **Grade 3 Planning Committee** | | | | | | | | | | | | | | | | | | | | | | | |
| Members Invited: | | | | | | | | | | | Method: (in person, by email, or phone) | | | | | | | Attended? Y/N | | | Notes: | | |
| Parent: | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Teacher: | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Principal: | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Other: | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Describe factors that may affect reading performance such as Attendance, Vision/Hearing, Health, Environmental Disadvantage, Disability, English Language Learner, Social/Emotional: | | | | | | | | | | | | | | | | | | | | | | | |
| Strengths: | | | | | | | | | | | | | | | | | | Area(s) of Concern:  ☐   Phonemic Awareness: *Ability to hear and manipulate sounds.*  ☐   Phonics: *Ability to understand relationship between letters and sounds they represent.*  ☐   Fluency: *Ability to read with sufficient speed and accuracy to support understanding.*  ☐   Vocabulary/Oral Language: *Knowledge of, and memory for, word meanings.*  ☐   Comprehension: *Ability to understand and draw meaning from text.*  ☐   Additional Teacher Feedback: | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Grade 3 Reading Assessment Data** | | | | | | | | | | | | | | | | | | | | | | | |
| Acadience Universal Screening– Place an X under number to indicate tier | | | | | | | | | | | | | | | | | | Diagnostic/Formative Measures | | | | | |
| TEST | FALL Assessor: | | | | | WINTER Assessor: | | | | | | SPRING Assessor: | | | | | | Date | Assessment and Results: | | | | |
| ORF |  | BM 70 | **1** | **2** | **3** |  | BM 86 | **1** | **2** | **3** | |  | | BM 100 | **1** | **2** | **3** |  | |  | | | |
| DORF ACC |  | 95% | **1** | **2** | **3** |  | 96% | **1** | **2** | **3** | |  | | 97% | **1** | **2** | **3** |  | |
| DORF Retell |  | BM 20 | **1** | **2** | **3** |  | BM 26 | **1** | **2** | **3** | |  | | BM 30 | **1** | **2** | **3** |  | |  | | | |
| DORF RQR |  | BM 2 | **1** | **2** | **3** |  | BM 2 | **1** | **2** | **3** | |  | | BM 3 | **1** | **2** | **3** |  | |  | | | |
| DAZE Adj. |  | BM 8 | **1** | **2** | **3** |  | BM 11 | **1** | **2** | **3** | |  | | BM 19 | **1** | **2** | **3** |  | |  | | | |
| DCS |  | BM 220 | **1** | **2** | **3** |  | BM 285 | **1** | **2** | **3** | |  | | BM 330 | **1** | **2** | **3** |  | |  | | | |
| Notes: LNF=Letter Naming Fluency; PSF=Phoneme Segmentation Fluency; CLS – Correct Letter Sounds; WWR – Whole Words Read; ORF – Oral Reading Fluency; DORF ACC – DIBELS Oral Reading Fluency Percent of Words Read Accurately; DORF Retell – Quality of retell from ORF passages; DCS=DIBELS Composite Score; BM=Benchmark; 1=Tier 1 Low Risk; 2=Tier 2 Some Risk, Strategic; 3=Tier 3 At Risk, Intensive | | | | | | | | | | | | | | | | | | | | | | | |
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| **Grade 3 Intervention(s)**: | | | | | | | | | | | | | | | | | | | | | | | |
| Provided by: | | | | | | | | | | | | | Frequency: days/week | | | | | | | | | Time: minutes per session | |
| Progress Assessed with: | | | | | | | | | | | | | Progress Assessed by: | | | | | | | | | | |
| Progress Notes: | | | | | | | | | | | | | | | | | | | | | | | |
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| **Grade 3 Read at Home Plan** | | | | | | | | | | | | | | | | | | | | | | | |
| Intervention | | | | | | | | Materials Provided | | | | | | | | | | | | | | | For Support, Contact |
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| **Grade 3 Planning Committee** | | | | | | | | | | | | | | | | | | | | | | |
| Members Invited: | | | | | | | | | | | Method: (in person, by email, or phone) | | | | | | | Attended? Y/N | | Notes: | | |
| Parent: | | | | | | | | | | |  | | | | | | |  | |  | | |
| Teacher: | | | | | | | | | | |  | | | | | | |  | |  | | |
| Principal: | | | | | | | | | | |  | | | | | | |  | |  | | |
| Other: | | | | | | | | | | |  | | | | | | |  | |  | | |
| Describe factors that may affect reading performance such as Attendance, Vision/Hearing, Health, Environmental Disadvantage, Disability, English Language Learner, Social/Emotional: | | | | | | | | | | | | | | | | | | | | | | |
| Strengths: | | | | | | | | | | | | | | | | | | Area(s) of Concern:  ☐   Phonemic Awareness: *Ability to hear and manipulate sounds.*  ☐   Phonics: *Ability to understand relationship between letters and sounds they represent.*  ☐   Fluency: *Ability to read with sufficient speed and accuracy to support understanding.*  ☐   Vocabulary/Oral Language: *Knowledge of, and memory for, word meanings.*  ☐   Comprehension: *Ability to understand and draw meaning from text.*  ☐   Additional Teacher Feedback: | | | | |
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| **Grade 4 Reading Assessment Data** | | | | | | | | | | | | | | | | | | | | | | |
| Acadience Universal Screening– Place an X under number to indicate tier | | | | | | | | | | | | | | | | | | Diagnostic/Formative Measures | | | | |
| TEST | FALL Assessor: | | | | | WINTER Assessor: | | | | | | SPRING Assessor: | | | | | | Date | Assessment and Results: | | | |
| ORF |  | BM 90 | **1** | **2** | **3** |  | BM 103 | **1** | **2** | **3** | |  | | BM 115 | **1** | **2** | **3** |  |  | | | |
| DORF ACC |  | 96% | **1** | **2** | **3** |  | 97% | **1** | **2** | **3** | |  | | 98% | **1** | **2** | **3** |  |
| DORF Retell |  | BM 27 | **1** | **2** | **3** |  | BM 30 | **1** | **2** | **3** | |  | | BM 33 | **1** | **2** | **3** |  |  | | | |
| DORF RQR |  | BM 2 | **1** | **2** | **3** |  | BM 2 | **1** | **2** | **3** | |  | | BM 3 | **1** | **2** | **3** |  |  | | | |
| DAZE Adj. |  | BM 15 | **1** | **2** | **3** |  | BM 17 | **1** | **2** | **3** | |  | | BM 24 | **1** | **2** | **3** |  |  | | | |
| DCS |  | BM 290 | **1** | **2** | **3** |  | BM 330 | **1** | **2** | **3** | |  | | BM 391 | **1** | **2** | **3** |  |  | | | |
| Notes: LNF=Letter Naming Fluency; PSF=Phoneme Segmentation Fluency; CLS – Correct Letter Sounds; WWR – Whole Words Read; ORF – Oral Reading Fluency; DORF ACC – DIBELS Oral Reading Fluency Percent of Words Read Accurately; DORF Retell – Quality of retell from ORF passages; DCS=DIBELS Composite Score; BM=Benchmark; 1=Tier 1 Low Risk; 2=Tier 2 Some Risk, Strategic; 3=Tier 3 At Risk, Intensive | | | | | | | | | | | | | | | | | | | | | | |
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| **Grade 4 Intervention(s)**: | | | | | | | | | | | | | | | | | | | | | | |
| Provided by: | | | | | | | | | | | | | Frequency: days/week | | | | | | | | Time: minutes per session | |
| Progress Assessed with: | | | | | | | | | | | | | Progress Assessed by: | | | | | | | | | |
| Progress Notes: | | | | | | | | | | | | | | | | | | | | | | |
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| **Grade 4 Read at Home Plan** | | | | | | | | | | | | | | | | | | | | | | |
| Intervention | | | | | | | | Materials Provided | | | | | | | | | | | | | | For Support, Contact |
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| **Grade 5 Planning Committee** | | | | | | | | | | | | | | | | | | | | | | | |
| Members Invited: | | | | | | | | | | | Method: (in person, by email, or phone) | | | | | | | Attended? Y/N | | | Notes: | | |
| Parent: | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Teacher: | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Principal: | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Other: | | | | | | | | | | |  | | | | | | |  | | |  | | |
| Describe factors that may affect reading performance such as Attendance, Vision/Hearing, Health, Environmental Disadvantage, Disability, English Language Learner, Social/Emotional: | | | | | | | | | | | | | | | | | | | | | | | |
| Strengths: | | | | | | | | | | | | | | | | | | Area(s) of Concern:  ☐   Phonemic Awareness: *Ability to hear and manipulate sounds.*  ☐   Phonics: *Ability to understand relationship between letters and sounds they represent.*  ☐   Fluency: *Ability to read with sufficient speed and accuracy to support understanding.*  ☐   Vocabulary/Oral Language: *Knowledge of, and memory for, word meanings.*  ☐   Comprehension: *Ability to understand and draw meaning from text.*  ☐   Additional Teacher Feedback: | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Grade 5 Reading Assessment Data** | | | | | | | | | | | | | | | | | | | | | | | |
| Acadience Universal Screening– Place an X under number to indicate tier | | | | | | | | | | | | | | | | | | Diagnostic/Formative Measures | | | | | |
| TEST | FALL Assessor: | | | | | WINTER Assessor: | | | | | | SPRING Assessor: | | | | | | Date | Assessment and Results: | | | | |
| ORF |  | BM 110 | **1** | **2** | **3** |  | BM 120 | **1** | **2** | **3** | |  | | BM 130 | **1** | **2** | **3** |  | |  | | | |
| DORF ACC |  | 98% | **1** | **2** | **3** |  | 98% | **1** | **2** | **3** | |  | | 99% | **1** | **2** | **3** |  | |
| DORF Retell |  | BM 33 | **1** | **2** | **3** |  | BM 36 | **1** | **2** | **3** | |  | | BM 36 | **1** | **2** | **3** |  | |  | | | |
| DORF RQR |  | BM 2 | **1** | **2** | **3** |  | BM 3 | **1** | **2** | **3** | |  | | BM 3 | **1** | **2** | **3** |  | |  | | | |
| DAZE Adj. |  | BM 18 | **1** | **2** | **3** |  | BM 20 | **1** | **2** | **3** | |  | | BM 24 | **1** | **2** | **3** |  | |  | | | |
| DCS |  | BM 357 | **1** | **2** | **3** |  | BM 372 | **1** | **2** | **3** | |  | | BM  415 | **1** | **2** | **3** |  | |  | | | |
| Notes: LNF=Letter Naming Fluency; PSF=Phoneme Segmentation Fluency; CLS – Correct Letter Sounds; WWR – Whole Words Read; ORF – Oral Reading Fluency; DORF ACC – DIBELS Oral Reading Fluency Percent of Words Read Accurately; DORF Retell – Quality of retell from ORF passages; DCS=DIBELS Composite Score; BM=Benchmark; 1=Tier 1 Low Risk; 2=Tier 2 Some Risk, Strategic; 3=Tier 3 At Risk, Intensive | | | | | | | | | | | | | | | | | | | | | | | |
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| **Grade 5 Intervention(s)**: | | | | | | | | | | | | | | | | | | | | | | | |
| Provided by: | | | | | | | | | | | | | Frequency: days/week | | | | | | | | | Time: minutes per session | |
| Progress Assessed with: | | | | | | | | | | | | | Progress Assessed by: | | | | | | | | | | |
| Progress Notes: | | | | | | | | | | | | | | | | | | | | | | | |
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| **Grade 5 Read at Home Plan** | | | | | | | | | | | | | | | | | | | | | | | |
| Intervention | | | | | | | | Materials Provided | | | | | | | | | | | | | | | For Support, Contact |
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| **Dissenting opinions** | | |
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| **End of Plan – Student no longer deficient in reading** | |
| Date: | Summary of Evidence: |
| Recommended ongoing support to ensure continued success: | |

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| **Grade Three Retention – beginning in 2019-2020 school year with recommendation for retention in 2020-2021 and beyond** | |
| Recommended for Retention by CEPI on (Date): | Request for Good Cause Exemption from: |
| Superintendent Determination: (exemption granted or denied) | |