



Individual Reading Improvement Plan

To be created within 30 days of identification using the school's assessment system



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

Kindergarten Planning Committee			
Members Invited:	Method: <small>(in person, by email, text, or phone)</small>	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:	
		<input type="checkbox"/> Phonemic Awareness: <i>Ability to hear and manipulate sounds.</i> <input type="checkbox"/> Phonics: <i>Ability to understand relationship between letters and sounds they represent.</i> <input type="checkbox"/> Fluency: <i>Ability to read with sufficient speed and accuracy to support understanding.</i> <input type="checkbox"/> Vocabulary/Oral Language: <i>Knowledge of, and memory for, word meanings.</i> <input type="checkbox"/> Comprehension: <i>Ability to understand and draw meaning from text.</i> <input type="checkbox"/> Additional Teacher Feedback:	

Kindergarten Reading Assessment Data

DIBELS Universal Screening – Place an X under number to indicate tier										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	NA	NA	NA			
LNF	BM 8	1	2	3	BM 27	1	2	3	BM 40	1	2	3		
PSF	NA	NA	NA		BM 20	1	2	3	BM 40	1	2	3		
NWF	NA	NA	NA		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	
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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

Kindergarten Intervention(s):

Provided by: _____ Frequency: (days/wk and minutes per session)

Progress Assessed by: _____ Progress Assessed with: _____

Progress Notes:

Kindergarten Read at Home Plan

Intervention: _____ Materials Provided: _____ For Support, Contact: _____

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Grade 1 Planning Committee

Members Invited:	Method: <small>(in person, by email, text, or phone)</small>	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: <input type="checkbox"/> Phonemic Awareness: <i>Ability to hear and manipulate sounds.</i> <input type="checkbox"/> Phonics: <i>Ability to understand relationship between letters and sounds they represent.</i> <input type="checkbox"/> Fluency: <i>Ability to read with sufficient speed and accuracy to support understanding.</i> <input type="checkbox"/> Vocabulary/Oral Language: <i>Knowledge of, and memory for, word meanings.</i> <input type="checkbox"/> Comprehension: <i>Ability to understand and draw meaning from text.</i> <input type="checkbox"/> Additional Teacher Feedback:
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Grade 1 Reading Assessment Data

DIBELS 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	NA	NA	NA	NA	NA	NA		
PSF		BM 40	1 2 3	NA	NA	NA	NA	NA	NA		
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	NA	NA	NA		BM 23	1 2 3		BM 47	1 2 3		
DORF ACC	NA	NA	NA		78%	1 2 3		90%	1 2 3		

DORF Retell	NA	NA	NA			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

Grade 1 Intervention(s):

Provided by: _____ Frequency: (days/wk and minutes per session)

Progress Assessed by: _____ Progress Assessed with: _____

Progress Notes:

Grade 1 Read at Home Plan

Intervention: _____ Materials Provided: _____ For Support, Contact: _____

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Grade 2 Planning Committee			
Members Invited:	Method: <small>(in person, by email, text, or phone)</small>	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: <input type="checkbox"/> Phonemic Awareness: <i>Ability to hear and manipulate sounds.</i> <input type="checkbox"/> Phonics: <i>Ability to understand relationship between letters and sounds they represent.</i> <input type="checkbox"/> Fluency: <i>Ability to read with sufficient speed and accuracy to support understanding.</i> <input type="checkbox"/> Vocabulary/Oral Language: <i>Knowledge of, and memory for, word meanings.</i> <input type="checkbox"/> Comprehension: <i>Ability to understand and draw meaning from text.</i> <input type="checkbox"/> Additional Teacher Feedback:	

Grade 2 Reading Assessment Data												
DIBELS Universal Screening – Place an 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	NA	NA	NA	NA	NA			
WWR	BM 13	1	2	3	NA	NA	NA	NA	NA			
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			1	2	3		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

Grade 2 Intervention(s):

Provided by:

Frequency: (days/wk and minutes per session)

Progress Assessed by:

Progress Assessed with:

Progress Notes:

Grade 2 Read at Home Plan

Intervention:

Materials Provided:

For Support, Contact:

Grade 3 Planning Committee

Members Invited:	Method: <small>(in person, by email, text, or phone)</small>	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: <input type="checkbox"/> Phonemic Awareness: <i>Ability to hear and manipulate sounds.</i> <input type="checkbox"/> Phonics: <i>Ability to understand relationship between letters and sounds they represent.</i> <input type="checkbox"/> Fluency: <i>Ability to read with sufficient speed and accuracy to support understanding.</i> <input type="checkbox"/> Vocabulary/Oral Language: <i>Knowledge of, and memory for, word meanings.</i> <input type="checkbox"/> Comprehension: <i>Ability to understand and draw meaning from text.</i> <input type="checkbox"/> Additional Teacher Feedback:
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Grade 3 Reading Assessment Data

DIBELS 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	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

Grade 3 Intervention(s):

Provided by: _____ Frequency: (days/wk and minutes per session)

Progress Assessed by: _____ Progress Assessed with: _____

Progress Notes:

Grade 3 Read at Home Plan

Intervention	Materials Provided	For Support, Contact

Dissenting opinions

Expressed by	Date	Stating

End of Plan – Student no longer deficient in reading

Date:	Summary of Evidence:
Recommended ongoing support to ensure continued success:	

Grade Three Retention

Recommended for Retention by CEPI on (Date):	Request for Good Cause Exemption from:
Superintendent Determination: (exemption granted or denied)	