

Individual Reading Improvement Plan



Individual Reading Improvement Plan

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

Stude	nt Nam	ne:												Date of Birth:
Initial	Plan Da	ate:						Sch	ool(s)	:				
Plan R	evision	n date	es:											
Kinde	garter	n Plar	nning Co	ommitte	ee									
Memb	ers Inv	vited:							thod: rson, by e	email,text	t, or pho	one)	Attended Y/N	Notes:
Parent	::													
Teach	er:													
Princip	Principal:													
	Other:													
Descri Social,				, affect	readii	ng pe	ertor	mance	such	as At	ttend	ance	e, Vision/Hea	aring, Health, Environmental Disadvantage, Disability, English Language Learner,
Streng	Strengths:												☐ Phonic☐ Fluenc☐ Vocabu☐ Compr	Concern: mic Awareness: Ability to hear and manipulate sounds. s: Ability to understand relationship between letters and sounds they represent. y: Ability to read with sufficient speed and accuracy to support understanding. ulary/Oral Language: Knowledge of, and memory for, word meanings. ehension: Ability to understand and draw meaning from text. unal Teacher Feedback:
Kinderg	arten	Read	ing Ass	essmen	t Data	a								
DIBE	LS Univ	/ersa	Screen	ing – Pl	ace ai	n X u	nder	numb	er to	indica	ate ti	ier		Diagnostic/Formative Measures
TEST	FALL AS	ssesso	or:	WINT	ER Ass	sessor	:	SPR	ING A	ssesso	or:		Date	Assessment and Results:
FSF		BM 10	1 2	3	BM 30	1	2	3 N	1 A	NA	NA	L		
LNF		BM 8	1 2	3	ВМ 27	1	2	3	BI 40		. 2	3		
PSF	NA	NA	NA		BM 20	1	2	3	BI 4(. 2	3		
NWF	NA	NA	NA		BM 17	1	2	3	BI 28		. 2	3		

DCS	ВМ 26	1 2	3	BN 12	M 1	. 2 3	3	BM 119	1	2	3																	
Notes: FSF= Strategic; 3=				Letter Nai	ming F	luency;	PSF=Phor	neme S	egmer	itation	Flue	ency; NWF=f	Nonser	nse Woi	rd Flu	ency; D	CS=DIE	BELS Co	mposite :	Score; B	M=Ben	hmark	ς; 1=Τiϵ	er 1 Lo	w Risk;	; 2=Tier	2 Some	e Risk,
Kinderga	arten Int	erven	tion(s)):																								
Provided	by:							Frequ	ency	(days/v	vk and	d minutes per se	ession)															
Progress	Assessed	d by:					Pr	ogres	s Ass	essed	wi	th:																
Progress	Notes:																											
Kinderg	arten Re	ad at	Home	Dlan																								
Interven		uu ut	1101110			Mater	rials Pro	vided										For	Suppo	t Cor	tact:							
interven	cion.					IVIACCI	1013 1 10	viaca	•									101	Зарро	τ, σοι	tact.							
ĺ																		1										

Grade	1 Plan	ning Co	om	mi	ttee)											
Memb	ers Inv	ited:								hod son, by	: email,text	t, or phon		Atte	nde	N	Notes:
Parent	•																
Teache	r:																
Princip	al:																
Other:																	
Descrik Social/			at m	nay	/ aff	ect rea	iding p	erfo	orma	ance	such	as Att	end	ance	e, Vi	Hearing,	Health, Environmental Disadvantage, Disability, English Language Learner,
Strengt																	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:
	de 1 Reading Assessment Data																
	ELS Universal Screening — Place an X under number to indicate tier Diagn											indica	te t	ier		nostic/F	ormative Measures
TEST	FALL A	ssessor	:			WINTE	R Asses	ssor:			SPRING	G Asse	ssor	:			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		N/	4		BM 23	1	2	3		BM 47	1	2	3		
DORF ACC	NA	NA		N/	A		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		3	BM 155		2 3						
Read Acco	urately;	DORF R	tetell – Qua	PSF=Pho lity of re	neme S tell fron	egmenta n ORF pa	ation Flue assages; D	ncy; CLS – CS=DIBELS	Correc Comp	t Letter So osite Scor	ounds; WWR – \ e; BM=Benchma	· Who nark;	le Words Read; C 1=Tier 1 Low Risl	ORF – Oral F k; 2=Tier 2 S	Reading Fluency; DORF ACC – DIBELS Oral R Some Risk, Strategic; 3=Tier 3 At Risk, Inten	eading Fluency Percent of Words sive
			.,													
Provid Progre								Frequei rogress			minutes per session)	1)				
Progre																
Interve			ome Plai	n		Mate	erials Pro	ovided.							For Support, Contact:	
interve	ention.					iviate	Eriais FI	ovided.							Tor Support, Corract.	

Grade	2 Pla	nning	Con	nmi	itte	e										
Memb	ers In	vited:								Method in person, b	d: by email, text, o	or phon	e)	Atte	ended? I	Notes:
Parent	::															
Teach	er:															
Princip	al:															
Other:																
Descri Social/			nat i	may	y aff	fect rea	ading	per	forma	nce suc	ch as Atte	enda	nce, V	'ision/	Hearing	g, Health, Environmental Disadvantage, Disability, English Language Learner,
Streng	Strengths:														Phonemi Phonics Fluency Vocabu Compre	Concern: ic Awareness: Ability to hear and manipulate sounds. s: Ability to understand relationship between letters and sounds they represent. r: Ability to read with sufficient speed and accuracy to support understanding. lary/Oral Language: Knowledge of, and memory for, word meanings. ehension: Ability to understand and draw meaning from text. nal Teacher Feedback:
Grade	2 Rea	ding /	1556	ssn	nen	t Data										
								und	er nur	nher to	indicate	tier		Dia	gnostic	/Formative Measures
TEST		ALL Ass			18		NTER A				SPRING AS			Dat		Assessment and Results:
CLS		BM 54	1	2	3	NA	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	1	2 3		BM	1	2	3		BM 238	1	2	3	ŀ				
		141				190													
Notes: C from OR	LS – Co F passa	rrect L iges; D	etter : CS=DI	Sounds BELS Co	; WWR – omposite	Whole Score;	Woi BM=	rds R =Ben	ead; (chmai	ORF – O	al Readi er 1 Low	ng Flu Risk; 2	ency 2=Tie	; DC r 2 S	ORF ACC – D Some Risk, S	DIBE Stra	ELS Oral Reading Fluency Perce ategic; 3=Tier 3 At Risk, Intension	ent	of Words Read Accurately; DORF Retell; DORF RQR – Quality of retell
Grade	2 Inte	rvent	tion(s):															
Provide															inutes per sess	sion)			
Progres			by:							Progr	ess Ass	sesse	d w	ith:					
Progre	ss No	tes:																	
			_				_	_	_			_	_						
Grade	2 Rea	d at I	lom	e Plan															
Interve	ntion	:					М	latei	rials	Provid	ed:								For Support, Contact:

1																							
Grade	3 Plan	ning	Com	mi	ittee																		
Memb	ers Inv	ited:								ethoc erson, b	d: oy email,t	ext, or	phone)	Attended? Y/N	Notes:								
Parent	:																						
Teache	er:																						
Princip	al:																						
Other:																							
Descril Social/				nay	y affe	ct read	ing p	erfo	rma	nce s	such a	is At	tend	lance, Vision/	Hearing, Health	n, Environment	al Disadvant	age, Disak	oility, En	glish L	anguage	e Learne	r,
Streng	ths:													☐ Phonics☐ Fluency☐ Vocabul☐ Compreh	ic Awareness: Ab Ability to unders Ability to read w ary/Oral Languag	nility to hear and stand relationship with sufficient spe ge: Knowledge of understand and ack:	p between let eed and accure , and memory	ters and so acy to supp ofor, word	oort unde meaning	rstandi			
Grade	3 Roa	ding	Λεερ	cen	nent	Data																	
						lace an	Vun	dor	num	hort	to ind	icat	o tio	r Diagnostic	/Formative Mea	acuroc							
TEST	FALL A			21111		INTER A			IIuII		NG As			Date	or ormative ivie	Assessment ar	nd Results:						
ORF DORF ACC		BM 70 95%		2	3	BM 86 96%	1	2	3		BM 100 97%	1		3									
		D1.4				20.4					D14		2										
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		вм	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=Phoner	me Segmentation Fluency; CLS – Correct Letter Sounds; WWR – Wh	ole Words Read; ORF – Oral Reading Fluenc	cy; DORF ACC – DIBELS Oral Reading Fluency Percent of
Words Read Accurately; DORF Retell – Quality of	of retell from ORF passages; DCS=DIBELS Composite Score; BM=Ben	chmark; 1=Tier 1 Low Risk; 2=Tier 2 Some R	isk, Strategic; 3=Tier 3 At Risk, Intensive
Grade 3 Intervention(s):			
Provided by:	Frequency: (days/wk and minutes per so	ession)	
Progress Assessed by:	Progress Assessed with:		
Progress Notes:			
Grade 3 Read at Home Plan			
Intervention	Materials Provided		For Support, Contact

issenting opinions										
Expressed by		Date	Stating							
End of Plan – Stu	dent no longer defic	ient in read	ing							
Date:	Summary of Eviden	ce:								
Recommended o	ngoing support to er	sure contin	ופן נוונגפני.							
necommended o	ingoing support to ci	isare correin								
Grade Three Ret	ention									
	or Retention by CEPI	on (Date):	Request for Good Cause Exemption from:							
	Determination: (exer									
	·									