

## Individualized Reading Improvement Plan

<b>Student:</b>	<b>School Year:</b>
<b>Grade:</b>	<b>School:</b>
<b>Teacher:</b>	<b>Date Plan Created:</b>
<b>Notification Sent Home:</b>	
<input type="checkbox"/> Mail <input type="checkbox"/> E-Mail <input type="checkbox"/> Conference <input type="checkbox"/> Phone <input type="checkbox"/> Other (Specify) _____	
<b>Team Members:</b>	

*Academic Progress is vital to lifelong success. Your student is currently not meeting reading proficiency targets. This is based on his/her academic performance on the following assessment tools:*

<p><b>Indicate the Initial Assessment Used:</b></p> <p> <input type="checkbox"/> AIMSweb Plus              <input type="checkbox"/> AIMSweb              <input type="checkbox"/> DRP (Questar)              <input type="checkbox"/> Acadience  <input type="checkbox"/> easy CBM              <input type="checkbox"/> i-Ready              <input type="checkbox"/> NWEA              <input type="checkbox"/> Reading Inventory  <input type="checkbox"/> STAR              <input type="checkbox"/> KRA/KEA              <input type="checkbox"/> Michigan Early Literacy Benchmark Assessments         </p> <p><b>*Please Attach Reports:</b></p>
<p><b>Initial Assessment Results: Summarize Findings from Assessment</b></p>          

<p><b>Indicate the Extensive Assessment Used:</b></p> <p> <input type="checkbox"/> AIMSweb Plus              <input type="checkbox"/> AIMSweb              <input type="checkbox"/> DRA2              <input type="checkbox"/> Acadience              <input type="checkbox"/> STAR  <input type="checkbox"/> Fountas &amp; Pinnell              <input type="checkbox"/> i-Ready              <input type="checkbox"/> MLPP              <input type="checkbox"/> NWEA         </p> <p><b>*Please Attach Reports:</b></p>
<p><b>Extensive Assessment Results: Summarize Findings from Assessment</b></p>          

Does the student have an IEP/504 plan?

IEP :  Yes  No

504:  Yes  No

If yes, in what area(s)?

Previously Retained:  Yes  No

If yes, give date and grade retained: Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**Using Assessment Results Summarize strengths and areas of need**

**Summarize Students Strengths**

**Summarize Areas of Need**

**Areas of Focus Based on Analysis (Targeted Instruction in addition to Core Class Instruction)**

- Phonemic Awareness:** Ability to hear and distinguish sounds *(Example: Teachers promote phonological awareness development, particularly phonemic awareness development, through explicit explanation, demonstration, play with sounds in words, and engaged study of words.)*
- Phonics:** Ability to understand relationship between letters & sounds they represent. *(Example: Instruction in letter-sound relationships.)*
- Fluency:** Ability to read with sufficient speed to support understanding. *(Example: Essential Instructional Practices in Early Literacy (specifically Essentials 1, 2, 3, 8, 9, 10)*
- Vocabulary/Oral Language:** Knowledge of, and memory for, word meanings. *(Example: Essential Instructional Practices in Early Literacy (specifically Essentials 1, 2, 3, 7, 8, 9)*
- Comprehension:** Ability to understand and draw meaning from text. *(Example: Essential Instructional Practices in Early Literacy (specifically Essentials 1, 2, 3, 7, 8, 9)*

**Instructional Goal(s):** Please prioritize the instructional need from above. At the end of the instructional year, the student will be able to (no more than 2-3 goals)

- 
- 
- 

*Our goal is to continue working together to improve your student's achievement in reading. This Individual Reading Improvement Plan will be reviewed and adjusted through this school year.*

Evidence Based Instruction and Progress Monitoring Plan

**Instructional Strategy/Support:**

**Provider(s):**

**Frequency and Time:** (days/week and length of session)

**Duration:** (number of weeks)

**Progress Monitoring:** (What will be used to monitor progress?)

### Parental Support

**Read at Home Plan:** Parents are an integral partner in the process for designing Individual Reading Improvement Plans and for selecting strategies that can be implemented at home to improve reading. (Indicate how support can be provided at home):

- Read with your child every day (even in the summer).
- Listen to your child read.
- Echo read (You read a line, then they repeat).
- Choral read (Read together at the same time).
- Reread or retell favorite stories.
- Talk to your child about the stories you have read.
- Expose child to an array of books/Create an At Home Library.
- Ensure on time and consistent attendance.
- Ensure child completes homework nightly.
- Communicate regularly with the teachers.
- Attend educational parent meetings regarding the Read At Home plan and strategies for supporting child's reading development.

**Additional activities parents and students will commit to do to improve reading:**

- 
- 
- 

***According to the Michigan Law, if your student does not achieve grade level reading proficiency by the end of third grade, he/she may be at risk of retention.***

Parent Signature:

Teacher Signature:

Principal Signature:

Other (if applicable):

**Progress Reviews: (Attach documents)**

Review Date: \_\_\_\_\_

Review Date: \_\_\_\_\_