READING IMPROVEMENT AND MONITORING PLAN

School:				School Y	ear:		
Date: Student Nar Teacher Na				Student I Grade:	D:		
Grade Level(s) on a RIMP	Kindergo	ırten	First	Second	dThi	rd
This student i	s identified as: 1.	A student with a	disability 2. A s	student who is	an English learne	r 3. A stud	lent who is gifted
	ng Information	ina savaanau/fal	I reading diagne	nstia			
Grade Level	Assessment	Status of Reading Screener/ Fall Reading Diagnostic	Mark the cor	mponent(s) of gnostic testing	reading for whicl g may be needed t ocumented in A2 l	o inform instr	equires support. uction and can be
		On Track: OT Not on Track: NT	Phonological Awareness	Phonics	Vocabulary/ Oral Language	Fluency	Comprehension
K							
1							
2							
3							
4							
Fill in additi academic ne	ed in a specific of morphology surv	performance or component of re		ological skills	has been used to s surveys, phonic sults of Assessmen	s/decoding su	
(insert name of as	sessment nere)						

Complete one progress monitoring table for each component of reading addressed by this Reading Improvement and Monitoring Plan (not all students will require every component to be addressed through intervention).

This section represents four 10-week grading periods. Adjust this section to match the district or school's grading periods <u>and</u> the frequency of progress monitoring (i.e. every week, every two weeks, etc.). This section should be reviewed and adapted as necessary throughout the school year.

reviewed and adapted as necessary throughout the school year.											
Area of Instructional	Evidence-Based	Observa	tions:								
Focus:	Strategy:										
Phonological											
Awareness											
		Informa	ition from	Progress	Monitori	ng Tool·					
Instructor:		Week	Week	Week	Week		Week	Week	Week	Week	Week
						Week 5					
	Frequency and	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Progress Monitoring	Duration (how										
Tool:	many days per										
	week and for how										
	long):	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Progress Monitoring		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Frequency (i.e.											
Weekly, Bi-Weekly,											
etc.):	Decision Making										
	Rule (why was	Wast	Wasts	W/aala	W/a ala	W/aala	W/a ala	W/aala	W/a ala	Wasts	Wasts
T	this strategy	Week	Week	Week	Week	Week 5	Week	Week 7	Week	Week	Week
Instructional Setting	chosen for this	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Large Group	student):										
Small Group											
Individual											
D (CI) (Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Dates of Intervention:		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Note to Donouta/Crossdi	lama. Familias ana a		ad ta fua	~ ^41	J:	l	42		h 4h a aal	and Dun	~~~~
Note to Parents/Guardi											gress
will be reviewed using j						bservau	ons, test	s, and ou	ner reiev	anı	
information. The strate	egies may de revised	based o	n progre	ess monn	oring.						
Interventions may your	donondina on the	hildia in	atuu ati a	nal maad	. This	lon abor	ıld ba ma		nd narda	ad if na	dod
Interventions may vary when a student transfer			istruction	nai neeus	s. This p	nan snot	na be re	viewed a	ina revis	ea, n nec	eueu,
when a student transfer	rs to another school	•									
Change(s) in instruction	intervention based of	n nrograg	e monito	rina:							
Change(s) in instruction/	intervention based of	ii progres	ss momo	mg.							
Impact of intervention:											
impact of intervention.											

Complete one progress monitoring table for each component of reading addressed by this Reading Improvement and Monitoring Plan (not all students will require every component to be addressed through intervention).

This section represents four 10-week grading periods. Adjust this section to match the district or school's grading periods <u>and</u> the frequency of progress monitoring (i.e. every week, every two weeks, etc.). This section should be reviewed and adapted as necessary throughout the school year.

Area of Instructional	Evidence-Based	Observa	tions:								
Focus:	Strategy:										
Phonics (Basic											
Phonics or Advanced											
Word Study)		Informa	ition from	Progress	Monitori	ng Tool:					
Instructor:		Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
modución.	Frequency and	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
	Duration (how										
Progress Monitoring	many days per										
Tool:	week and for how										
	long):	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
	<i>C</i> ,	1	2	<u>3</u>	<u>4</u>	<u>5</u>	6	7	8	9	10
Progress Monitoring		_	_	2	<u> </u>	<u>~</u>		<u> </u>		_	10
Frequency (i.e.											
Weekly, Bi-Weekly,	Decision Making										
etc.):	Rule (why was										
	this strategy	Week	Week	<u>Week</u>	Week	<u>Week</u>	Week	Week	Week	Week	Week
	chosen for this	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Instructional Setting	student):										
Large Group											
Small Group											
Individual		Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
D : CIutamad'ana		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	8	9	10
Dates of Intervention:		_	_				_	_	_		

Note to Parents/Guardians: Families are encouraged to frequently discuss the student's progress with the school. Progress will be reviewed using progress monitoring tools, classroom work, teacher observations, tests, and other relevant information. The strategies may be revised based on progress monitoring.

Interventions may vary depending on the child's instructional needs. This plan should be reviewed and revised, if needed, when a student transfers to another school.

Change(s) in ir	nstruction/interventi	on based on p	progress mon	itoring:
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Area of Instructional	Evidence-Based	Observa	tions:								
Focus:	Strategy:										
Vocabulary/Oral											
Language											
Instructor:		Informa		Progress		ng Tool:					
moductor.		Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
	Frequency and	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Progress Monitoring	Duration (how										
Tool:	many days per										
	week and for how										
Dan and Manifest	long):	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Progress Monitoring Frequency (i.e.		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Weekly, Bi-Weekly,											
etc.):	Decision Making										
,	Rule (why was										
	this strategy	Week	Week	<u>Week</u>	Week						
Instructional Setting	chosen for this	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Large Group	student):										
Small Group Individual											
marviduai											
Dates of Intervention:		Week	Week	<u>Week</u>	Week						
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Note to Parents/Guard							L.,				

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when a student transfers to another school.	
Change(s) in instruction/intervention based on progress monitoring:	

Impact of intervention:			

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Area of Instructional	Evidence-Based	Observa	tions:								
Focus:	Strategy:										
Fluency											
Instructor:		Informa	ition from	Progress	Monitori	na Tool.					
							XX7 1	XX7 1	XX7 1	XX7 1	XX7 1
		Week	<u>Week</u>	<u>Week</u>	Week	Week	Week	Week	Week	Week	Week
Progress Monitoring	Frequency and	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Tool:	Duration (how								ļ		
	many days per								ļ		
	week and for how										
Progress Monitoring	long):	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Frequency (i.e.	<i>C</i> ,	1	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	6	7	<u>8</u>	9	10
Weekly, Bi-Weekly,		_	_ =	<u> </u>		<u> </u>	<u> </u>	<u></u>	<u> </u>		10
etc.):									ļ		
,	Decision Making								ļ		
	Rule (why was										
Instructional Setting	this strategy	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Large Group	chosen for this	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Small Group	student):										
Individual									ļ		
Dates of Intervention:		XX 7 1	XX 7 1	XX7 1	XX 7 1	XX 7 1	XX 7 1	XX 7 1	XX / 1	XX 7 1	XX 7 1
		Week	Week	<u>Week</u>	Week	Week	Week	Week	Week	Week	Week
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
									ļ		
Note to Parents/Guard	ians: Families are e	ncourag	ed to fre	auently	discuss t	he stude	nt's pro	gress wit	th the sc	hool. Pro	ogress

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Change(s) in instruction/intervention based on progress monitoring:

Imi	nact	οf	intervention	•
шц	vaci	OΙ	IIIICI VCIILIOII.	

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Area of Instructional Focus: Comprehension	Evidence-Based Strategy:	Observa	tions:								
Instructor:				Progress				I .			I .
Progress Monitoring Tool:	Frequency and Duration (how many days per week and for how	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	<u>Week</u> 10
Progress Monitoring Frequency (i.e. Weekly, Bi-Weekly, etc.):	long): Decision Making	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	<u>Week</u> <u>10</u>
Instructional SettingLarge GroupSmall GroupIndividual	Rule (why was this strategy chosen for this student):	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	<u>Week</u> <u>10</u>
Dates of Intervention:		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	<u>Week</u> <u>10</u>

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Change(s)	in instruction	n/intervention	hased o	n progress	monitoring	•

Impact of intervention:

C: Teacher(s) Providing Reading Services

Information for Kindergarten-Second Grade Teachers				
Teacher of Record:				
Is this teacher providing the reading services described in this plan? Yes No				
If no, name of the teacher(s) providing reading services described in this plan:				
Qualifications for Third Grade Teachers				
1) Is the teacher of record providing the reading services described in this plan?YesNo				
If no, has the teacher of record and the building principal agreed to allow another teacher to provide these services?No				
a. Name of the teacher(s) providing the reading services:				
b. Signature of the teacher of record: c. Signature of the building principal:				
2) Teacher Qualifications for Teachers of Third Grade Students (check the option A-D that qualifies the teacher providing the reading services described in this plan)				
A) The teacher providing the reading services described in this plan has at least one year of teaching experience and meets at least one of the following criteria to provide reading services (check the applicable teacher qualification):				
a. Holds a K-12 reading endorsement on their teaching license				
b. Has obtained a master's degree with a major in reading				
d. Has earned a passing score on a rigorous test of principles of scientifically research-based				
reading instruction e. Was rated "most effective" for reading instruction consecutively for the most recent two years				
based on an approved assessment of student growth				
f. Was rated "above expected value-added" in reading instruction as determined by criteria				
established by the Department of Education for the most recent consecutive two years.				
B) The teacher providing the reading services described in this plan meets one of the qualifications listed above but has less than one year of teaching experience and is being mentored by a teacher with at least one year of experience who meets the qualifications to provide reading guarantee services.				
a. The qualification the teacher providing reading services meets from the above list:				
b. Name of the teacher's mentor:				
b. Name of the teacher's mentor: c. The qualification the teacher's mentor meets from the above list:				
C) The teacher providing the reading services described in this plan is a speech-language pathologist who holds a license issued by the Board of Speech-Language Pathology and Audiology and a professional pupil				
services license as a school speech-language pathologist issued by the State Board of Education.				
D) The teacher providing the reading services described in this plan holds an alternative credential or has successfully completed professional development that is based on principles of research-based reading instruction, either of which is approved by the Department of Education, to provide a student who is an English Learner, and has been in the United States for three years or less, or a student that has an Individualized Education Program with reading services.				

D: Additional Comments Comments/Results of Intervention(s):				
Comments/Concerns from Parent/Guardian:				
On-Track Date (Student has either tested on track on the fall reading diagnostic or scored proficient or higher on Ohio's grade 3 English Language Arts test):				

E: Statement Pertaining to Retention under the Third Grade Reading Guarantee

If the student does not attain the designated promotion score on the Ohio State Test for grade 3 English

CACIIIDII	ions (if the student is exempt, mark the exempt	rade unless the student meets one	_
	Student is an English learner enrolled in U		
	with less than three years of instruction in		•
	Student's IEP specifically exempts the students	ent from retention under the Third	l Grade Reading
	Guarantee;		C
	Student has demonstrated reading compete the Department of Education;	ncy on an alternative reading asses	ssment approved by
	Name of Assessment:	Score:	
	Date:		
:	Student's IEP shows that the student has reschool years and the student was previousl 3;		•
	Student has received intensive remediation previously retained in any of grades Kinde		years and was
	**A student that is promoted under this ex		ntensive reading
	instruction in grade four. This instruction s		•
	specialized, diagnostic information and special that have been successful in improving real		
F: Parei	ent/Guardian and Teacher Involvement		
		(Parent(s)/G	uardian(s) Name)
		(Parent(s)/G eading Improvement and Monite	uardian(s) Name) oring Plan. I
I,have been understated schools the designation of the designa	een involved in the development of this R tand that my child will be receiving acade hours to assist my child to read at grade ignated promotion score on the grade 3 F for an exemption to retention, my child we intervention in reading.	emic support in the area of readi level. I understand that if my ch nglish language arts test, and m	ng during regular ild does not attain y child does not
I, have been understand schools the designalify intensive	een involved in the development of this R tand that my child will be receiving acade hours to assist my child to read at grade ignated promotion score on the grade 3 F for an exemption to retention, my child we have the second state of the second	emic support in the area of readi level. I understand that if my ch nglish language arts test, and m	ng during regular ild does not attain y child does not
I,	een involved in the development of this R tand that my child will be receiving acades hours to assist my child to read at grade ignated promotion score on the grade 3 F for an exemption to retention, my child we intervention in reading.	emic support in the area of readi level. I understand that if my ch nglish language arts test, and m vill be retained in third grade an Date	ng during regular ild does not attain y child does not id provided
I,	een involved in the development of this R tand that my child will be receiving acades hours to assist my child to read at grade ignated promotion score on the grade 3 F for an exemption to retention, my child we intervention in reading. (Guardian	emic support in the area of readilevel. I understand that if my changlish language arts test, and my vill be retained in third grade and and area. Date (teacher of the support of the su	ng during regular ild does not attain y child does not id provided record) have been
I,have been understand schools at the design qualify and intensive and intensive area. A support of the control of the	een involved in the development of this R tand that my child will be receiving acade shours to assist my child to read at grade ignated promotion score on the grade 3 F for an exemption to retention, my child we intervention in reading. Guardian ed in the development of this Reading Impather designated teacher (signed below),	emic support in the area of readilevel. I understand that if my changlish language arts test, and movill be retained in third grade and area of the language arts test. Date	ng during regular ild does not attain y child does not id provided record) have been I understand that I academic support
I,	een involved in the development of this R tand that my child will be receiving acades hours to assist my child to read at grade ignated promotion score on the grade 3 F for an exemption to retention, my child we intervention in reading. Guardian	emic support in the area of readilevel. I understand that if my changlish language arts test, and movill be retained in third grade and area of the language area.	ng during regular ild does not attain y child does not id provided record) have been I understand that il academic support t grade level. I will

If another teacher is providing reading services:	
I,	(Teacher providing reading
services), along with the student's teacher of record	have been involved in the development of this
Reading Improvement and Monitoring Plan. I under	rstand that I will be providing research-based
academic support in the area of reading during regu	lar school hours to assist this student to read at
grade level. I will conduct ongoing analysis of this stu	udent's reading progress and share this
$progress\ with\ the\ above\ signed\ parent/guardian\ and$	teacher of record.
Teacher providing services if not Teacher of Record	Date