



3GRG & RIMP

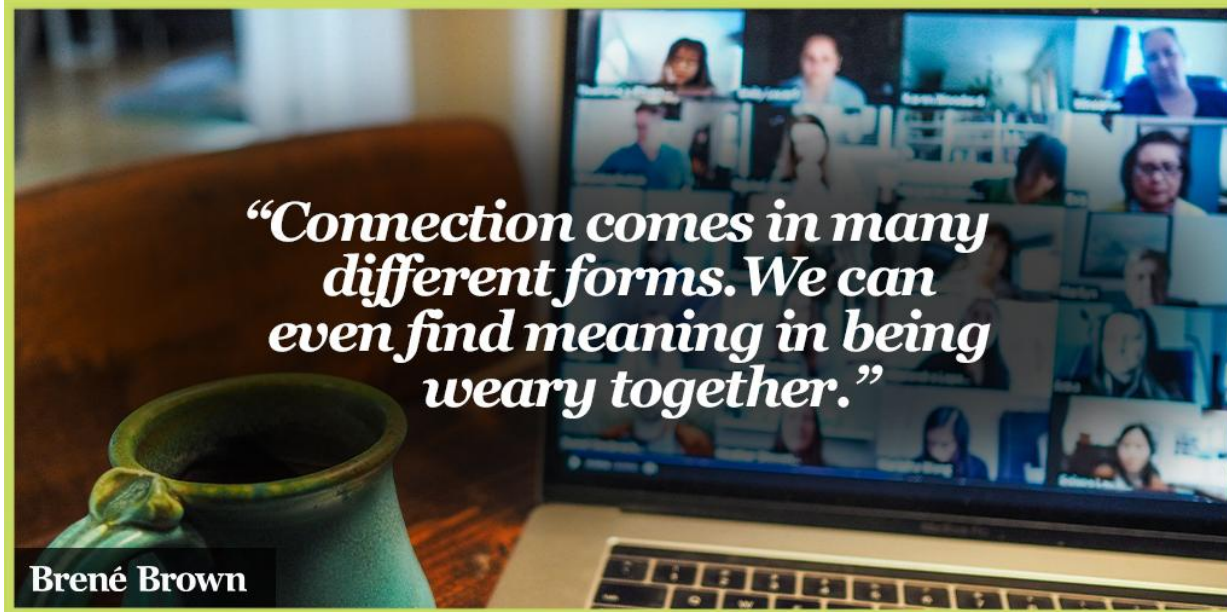
Overview for

Principals

2023-2024



Check - In





Objectives

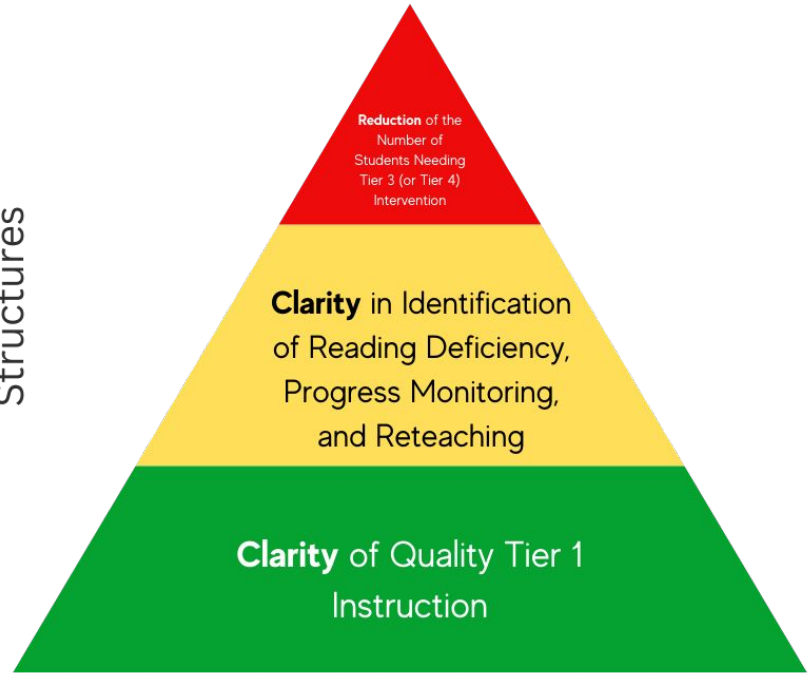
- Third Grade Reading Guarantee (3GRG) Requirements
- 3GRG Resources & Updates for 2023-2024 School Year
- Review key components of the RIMP for Columbus City Schools
- Creating Reading Improvement and Monitoring Plans (RIMPs) in Infinite Campus



Increasing Literacy Achievement



Solidifying Reading Structures



K-5 LITERACY FOCUS STRATEGIES

2023-2024 School Year



Future Planning



	Tier 1	Tier 2	Tier 3	Tier 4
School	<ul style="list-style-type: none"> Fidelity in implementation of Heggerty, Fundations, and HMH - establish and monitor common essential planning Increase instructional knowledge of foundational skills through LETRS Professional Development 	<ul style="list-style-type: none"> Begin establishing intervention schedules for elementary buildings to ensure each student receives 120 min. of reading instruction and 30 min. of intervention Provide guidance on the implementation of tier 2 intervention based on school-wide data 	<ul style="list-style-type: none"> 3GRG Summer Experience Focus on fidelity of Fundations Multi-tiered support for students requiring intensive intervention <ul style="list-style-type: none"> Closely monitor effectiveness to determine appropriate staffing model for the 2024-2025 SY 	<ul style="list-style-type: none"> Train all Intervention Specialists on SPIRE and Sound Sensitive Additional training for MD classroom Intervention Specialists on Fundations Multi-tiered support Train MTSS representatives (school psychologists and speech pathologists on LETRS)
Family	<ul style="list-style-type: none"> All students will have access to online books K-5 students receive At-Home Library books 	<ul style="list-style-type: none"> Students in grades K-3 receive Summer Learning kits Provide aligned literacy supports for building literacy events to increase family engagement Provide support to Family Ambassadors on supports in literacy to support families 	<ul style="list-style-type: none"> Saturday Academy <ul style="list-style-type: none"> Based on GIS software- target locations based on where students reside Target students 1-2 grade levels behind for 2nd and 3rd grade Common curriculum for after-school tutoring 	<ul style="list-style-type: none"> Saturday Academy <ul style="list-style-type: none"> Included with peers, however in reduced class size with model peers Extended school year for those needing this support SDI Support
Community	<ul style="list-style-type: none"> Provide standard supports for all community partners- family guides, common expectations, common presentations aligned to the Science of Reading Support on literacy landing page 	<ul style="list-style-type: none"> Target key stakeholders- based on data/needs <ul style="list-style-type: none"> Birth to Five EL Organizations 	<ul style="list-style-type: none"> Target key stakeholders-based on data/needs <ul style="list-style-type: none"> Homeless Outreach Summer Programming Afterschool Programming 	<ul style="list-style-type: none"> Target key stakeholders- based on data/needs <ul style="list-style-type: none"> Special Education Community Summer Programming
Outreach Strategies	<ul style="list-style-type: none"> District website- #TogetherWeReadCCS District literacy documents/resources District family engagement nights 	<ul style="list-style-type: none"> CCS Family Engagement Videos <ul style="list-style-type: none"> Opt-In Text District family engagement events- target activities for tier 2 students 	<ul style="list-style-type: none"> Reading Podcast District family engagement events- target activities for tier 3 students 	<ul style="list-style-type: none"> Ensure all tier 1, tier 2, and tier 3 outreach strategies are inclusive of students with disabilities

Our Core Belief: All children can and will have the essential skills to navigate through the English reading system to ensure their optimal success from childhood into adulthood.



Third Grade Reading Guarantee Requirements



What is the Third Grade Reading Guarantee?

Third Grade Reading Guarantee is a program to identify students from kindergarten through grade 3 who are behind in reading. Schools will provide help and support to make sure students are on track for reading success by the end of third grade.

Ohio's third-grade reading guarantee was enacted in 2012 with the goal of ensuring that all third graders were reading proficiently before the transition to fourth grade.



Third Grade Reading Guarantee State Requirements: Kindergarten

3GRG Kindergarten Diagnostic

Grade	Entry Date	Assessment	Deadline
Kindergarten	<p><i>By the 20th day of instruction (September 26, 2023*)</i></p> <p><i>*This date varies each year based on the district's SY calendar.</i></p>	<p>KRA-R:</p> <p>Four domains:</p> <ol style="list-style-type: none">1. Language & Literacy2. Social Skills3. Mathematics,4. Physical well-being/ Motor Development	<p>By the 20th day of instruction (Language & Literacy Domain score must be submitted in K-Ready September 30th due to RIMPs). The remaining three domains must be entered by November 1st.</p>
Kindergarten	<p><i>After the 20th day of instruction for Kindergarten</i></p>	i-Ready	Within 30 days of enrollment
Retained Kindergarten Students	<p><i>At any time</i></p>	i-Ready	September 30th or within 30 days of enrollment



Third Grade State Requirements: Grades 1-3

3GRG 1st-3rd Grade Reading Diagnostic

Grades	Assessment	Deadline
1st-3rd	i-Ready	September 30th
3rd	OST ELA (Fall)	OST 2023 Testing Window: October 23, 24, 26, 27 & 30

*Students enrolled **after September 30th** must be assessed within 30 days.

*If a student enrolls with fewer than 30 calendar days remaining in the school year, the school **is not required** to administer the reading diagnostic to this student.



Third Grade Reading Guarantee: Diagnostic Assessments

3GRG Diagnostic Assessment Expectations

Grade	Deadline	Assessment	Expectations
Kindergarten	Sept. 30th* <small>*Enter Language & Literacy Score in to K-Ready. KRA-R test ends on September 26th</small>	KRA (Language & Literacy)	263
Kindergarten	After Sept. 30th	i-Ready	332
1st	Sept. 30th	i-Ready	378
2nd	Sept. 30th	i-Ready	440
3rd	Sept. 30th	i-Ready	495
3rd	Oct. (23, 24, 26, 27 or 30)	Ohio's State Test-ELA (Fall)	700



Third Grade Reading Guarantee: K-3 ELA Expectations

i-Ready's 2023-24 minimum Cut Score for "On Track"

i-Ready 3GRG On-Track Cut Scores			
Grade	BOY	MOY	EOY
K	≥ 332	≥ 362	≥ 396
1	≥ 378	≥ 434	≥ 458
2	≥ 440	≥ 489	≥ 513
3	≥ 495	≥ 511	≥ 545
KRA On-Track Cut Score			
≥ 263 (Language and Literacy Component only)			

The **BOY** numbers are set to the cut score.

- **MOY** for grades K-2 align with Scale Score Placement and indicate students have partially met the requirements for their grade-level standards (**early on-grade-level**).
- **MOY** expectations for 3rd grade align with OST proficiency numbers.
- **EOY** expectations for all grade levels maintain a score that indicates the student has met minimum requirements for grade-level standards (**mid-on-grade-level**).



Third Grade Reading Guarantee: State Requirements

3rd Grade Mid Year Not on Track Status

Third grade students that do not meet the **scaled score (Reading and Writing) of 700 and subscore (Only Reading) of 50** on the Ohio's State Test for English Language Arts - Fall are also identified as not on track.

- The promotion score for **2023-24** is **690**. The scaled score for promotion is **48**.
- i-Ready Alternative Assessment score: **515**



State Requirements- *Not on Track Letter*

Students not on track

***As soon as possible*, provide parents with a letter as notification:**

- Notice their child is not reading on grade level
- A description of current services the student is receiving
- A description of proposed supplemental instructional services
- Notice that Ohio's grade 3 English language arts test is not the sole factor determining promotion
- Notice that unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained unless exempt.



Third Grade Reading Guarantee: State Requirements

Students not on track

- Administer informal or formal diagnostic assessments to determine the needs of the student
- **Immediately** provide reading instruction and intervention using research-based reading strategies successful in improving low-performing readers and targeted at the student's identified reading deficiency
- Create a Reading Improvement and Monitoring Plan (RIMP), **within 60 calendar days of when the student was designated *not on track*.**



Third Grade Reading Guarantee: State Requirements

A Reading Improvement and Monitoring Plan (RIMP)

must include:

- Identification of the student's specific reading deficiency
- A description of proposed supplemental instruction that will target the student's identified reading deficiencies
- Opportunities for the student's parents or guardians to be involved in creating the plan and in the instructional supports provided



Third Grade Reading Guarantee: State Requirements

The **RIMP** must include:

- A process to monitor the implementation of the student's instructional services
- A reading curriculum during regular school hours that assists students to read at grade level and provides reliable tests and ongoing analysis of each student's reading progress



Third Grade Reading Guarantee: **NEW State Requirements**

Additional requirements for (RIMPs) **beginning in the 2023-2024 school year:**

High-dosage tutoring opportunities aligned with the student's classroom instruction through either a [state-approved vendor](#) or locally approved opportunity that aligns with high-dosage tutoring best practices. **Tutoring starts in the 2023-2024 school year for all K-4 students with RIMPs.**

High-dosage tutoring must include additional instruction time either:

- **Three days per week, or**
- **At least 50 hours over 36 weeks**

Intervention services **must be aligned to the science of reading.**

Districts and schools must continue to provide the RIMP until the student is reading proficiently at their current grade level.



State Requirements-*Transfer Students*

If a student transfers from out of the district or to a different school within the district and has no known reading diagnostic:

- A reading diagnostic must be administered within 30 calendar days after the date of transfer

If a student transfers near the beginning of the year, the school has the longer of the following options to give the diagnostic:

- 30 calendar days or the number of days remaining until the diagnostic deadline.



State Requirements- *Transfer Students*

If a student has a reading diagnostic from a previous school:

- The receiving school may use the diagnostic's on track or not on track results
- The school can re-assess students using the diagnostic administered to the other students.

If there is a RIMP already created:

- Schools must honor a previous RIMP if parents want to keep it
- Modifications can occur to the plan.



State Requirements-*Change in Status*

If a student is not on-track based on the reading diagnostic, the student will be **not on-track** and on a RIMP until:

- The student scores on-track on ***the following school year's reading diagnostic*** or
- ***Scores proficient (700) or higher on Ohio's grade 3 English language arts test.***

RIMPS can be revised if the students scores improve, but the plan **cannot be terminated**, and no change is made to the student's not on-track status in EMIS for the current school year.



State Requirements: *Instruction/Intervention*

All instruction and intervention required under the ***Third Grade Reading Guarantee*** must be:

- **Evidence based reading strategies**

Intervention or remediation services must include:

- ***Intensive***
- ***Explicit***
- ***Systematic instruction***



Third Grade Reading Guarantee Information

- **Students with disabilities** who have Individualized Education Programs (IEPs) and are not on-track for reading must have a RIMP that aligns but does not conflict with their IEPs.
- Students with significant cognitive disabilities are exempt from taking the 3GRG reading diagnostic assessment. As a result, these students are exempt from all other provisions of the Third Grade Reading Guarantee such as RIMP and retention.
- Each student's IEP should address foundational skills for literacy.



Third Grade Reading Guarantee: Reminder

- If a student **starts the school year on track** and becomes **off track during the MOY assessment**:
 - K-2: It is a **best practice** to place them on a RIMP as a result.
 - Grade 3: It is **an expectation** to place them on a RIMP, if the student's OST ELA Fall score is not 700 **and** 50 due to Third Grade Reading Guarantee.



Third Grade Reading Guarantee: **NEW**

Parent Notification Requirements

Beginning in the 2023-2024 school year, districts must include the following information in the written communication to parents of students in grades K-3 who are not reading on grade level according to the reading diagnostic:

“A statement that connects the child’s proficiency level in reading to long-term outcomes of success related to proficiency in reading.”



Third Grade Reading Guarantee: **NEW**

Parent Request Exemption

Beginning in the 2023-2024 school year, a student's parent or guardian, in consultation with the:

- Student's reading teacher
- Principal

May request that a student be promoted to fourth grade regardless of the student's score on Ohio's State Test for grade 3 English language arts for the 2024-25 SY.

- Students promoted to fourth grade through this exemption must continue to receive intensive reading instruction until the student is able to read at grade level.



Third Grade Reading Guarantee: **NEW**

2023-24 Fourth Grade Student (RIMP)

Grade 3 Students, from the 2022-23 SY, that didn't reach the promotion cut score and have been promoted to fourth grade must continue to receive intensive reading instruction until the student is able to read at grade level.

- **This includes remaining on a RIMP.** ODE has not provided any additional details as of yet. More information will be provided soon.
- Fourth Grade teachers do not have to meet specialized criteria as the Third Grade Teachers.



Third Grade Reading Guarantee: Principal's Monitoring Process

Data Certification Scorecard

Scorecard Summary	
Observation(s) Run On:	12/07/2022 03:22 am
Run For:	Ronda G Welch

Data Certification Score
54

Severity Level Summary		
Severity Level	Severity Description	Number of Violations
1	Critical	1,333
2	Urgent	2,116
3	Moderate	14,343
4	Low	225
5	Notification/Review	90,862

Severity	Rule	Number of Violations	Percentage of Records	
1	BEH 110-0030 - Students MUST NOT be removed from school for truancy.	9	0.02%	
	BEH 110-0050 - Incident Details MUST NOT be empty.	29	0.08%	
	BEH 110-0060 - Event/Participant Details MUST NOT be empty.	712	1.85%	
	BEH 110-0070 - Resolution Details MUST NOT be empty.	123	0.32%	
	BEH 110-0150 - MUST have a valid PS-3 Discipline Reason.	11	0.03%	
	DEM 010-0250 - Date Entered 9th Grade is required for all high school students.	4	0.01%	
	SCH 120-0011 - Student does not have any scheduled courses after enrollment start date.	12	0.02%	
	SCH 120-0030 - ES Students must have all periods scheduled (Exclude IM and CH) - Semester 1.	10	0.01%	
	SCH 120-0031 - ES Students must have all periods scheduled (Exclude IM and CH) - Semester 2.	5	0.00%	
	SCH 120-0032 - MS/HS Students must have all periods scheduled - Semester 1.	43	0.03%	
	SCH 120-0033 - MS/HS Students must have all periods scheduled - Semester 2.	258	0.21%	
	SPED 150-0004 Student has an IEP that is PAST DUE.	82	0.16%	
	SPED 150-0007 - Student has an ETR that is PAST DUE.	35	0.33%	
	2	BEH 110-0090 - Incident Details MUST NOT equal Resolution Details.	215	0.56%
BEH 110-0090 - Incident MUST have a Resolution		831	2.16%	
BEH 110-0100 - If Resolution Code is Hearing, there MUST be a Hearing Date.		228	0.59%	
BEH 110-0120 - Incident in "Submitted" Status for More than 3 Days		616	2.88%	
BEH 110-0130 - Incident in "In Progress" Status for More than 10 Days		222	1.04%	
TRN 060-0010 Students With Transcript Courses without Core Area For Credit		4	0.00%	
ATT 130-0031 - Absence status should not remain unknown more than 5 days.		14,047	0.27%	
ATT 130-0032 - Tardy status should not remain unknown after 5 days.		18	0.00%	
BEH 110-0020 - If Behavior Resolution is a hearing, there must be a second resolution within 3 days of Hearing Date		91	0.24%	
BEH 110-0110 - All incidents MUST Have One or More Events		9	90.00%	
3	SCH 120-0010 - Student has been scheduled in the No Show Blocker Course for 15 days or more.	176	0.14%	
	SCH 120-0120 - Columbus Global Academy MUST HAVE Blocker Course at Home School.	1	0.00%	
	SPED 150-0010 Student has an ETR due in the next 5 days	1	0.01%	
	4	ENR 020-0011 - NOTIFICATION - 30-45 DAYS - Students transferred from other OHIO district must not have Grade ND greater than 45 days from district entry date for the current school year after the enrollment start date	19	0.02%
		ENR 020-0012 - NOTIFICATION - 60-75 DAYS - Students transferred from Out of State/Out of Country must not have Grade ND greater than 75 days from district entry date for the current school year after the enrollment start date	2	0.00%
		ENR 020-0013 - NOTIFICATION - 75 + days 'ND' - Students transferred from Out of State/Out of Country must not have Grade ND greater than 75 days from district entry date for the current school year after the enrollment start date	12	0.01%
		ENR 020-0014 - NOTIFICATION - 45+ days 'ND' - Students transferred from other OHIO district must not have Grade ND greater than 45 days from district entry date for the current school year after the enrollment start date	71	0.06%
	SCH 120-0022 - Student must not have schedule record where Roster Start Date equals Roster End Date.	117	0.23%	
	SPED 150-0009 Student has an ETR due between 6 and 15 days from today.	4	0.04%	
	5	3GRG 140-0010 - RIMP exists without a reportable intervention code.	144	12.83%
3GRG 140-0020 - NOTIFICATION - 3GRG Students MUST HAVE a RIMP.		691	61.59%	
3GRG 140-0030 - NOTIFICATION - 3GRG Students MUST HAVE Parent Notification Letter.		899	80.12%	
3GRG 140-0110 - RIMP exists without a reportable intervention code. (PAST DUE)		143	12.75%	
3GRG 140-0120 - 3GRG Students MUST HAVE a RIMP (PAST DUE).		600	53.48%	





Third Grade Reading Guarantee: Principal's Monitoring Process

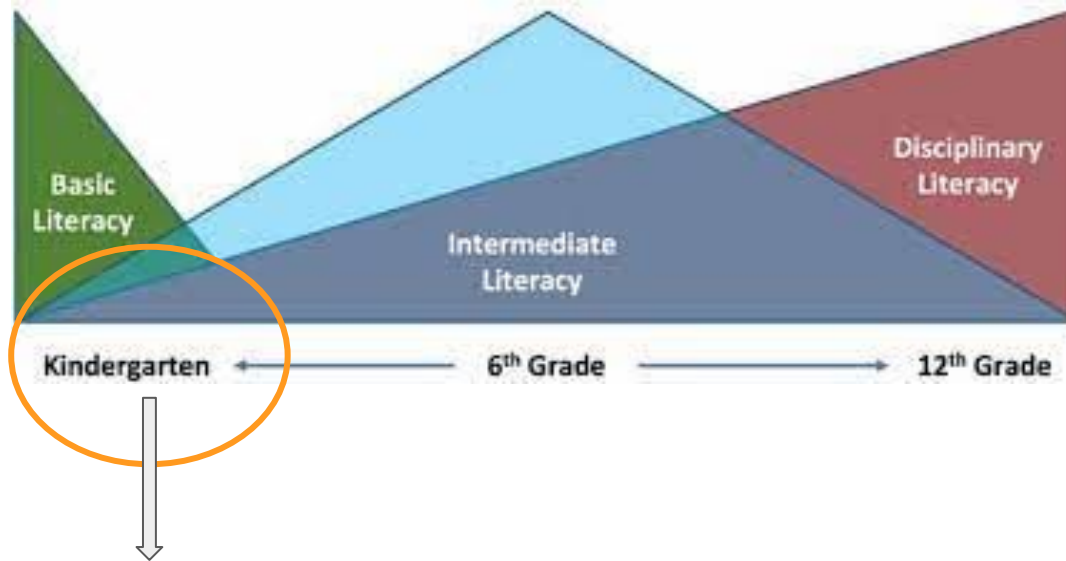
3GRG 140-0010 - RIMP exists without a reportable intervention code.	144	12.83%
3GRG 140-0020 - NOTIFICATION - 3GRG Students MUST HAVE a RIMP.	691	61.59%
3GRG 140-0030 - NOTIFICATION - 3GRG Students MUST HAVE Parent Notification Letter.	899	80.12%
3GRG 140-0110 - RIMP exists without a reportable intervention code. (PAST DUE)	143	12.75%
3GRG 140-0120 - 3GRG Students MUST HAVE a RIMP (PAST DUE).	600	53.48%
3GRG 140-0130 - 3GRG Students MUST HAVE Parent Notification Letter (PAST DUE).	851	75.85%



Literacy Department Updates and Resources



Tier I Instruction



Foundational Skills



Tier I Instruction Resources

First Grade Reading



First Grade Reading

TEACHING & LEARNING

[Quarter 1 Curriculum Essentials](#)
[Quarter 2 Curriculum Essentials](#)
[Quarter 3 Curriculum Essentials](#)
[Quarter 4 Curriculum Essentials](#)

[Assessment & Progress Monitoring](#)
[Sample Schedules](#)
[Adopted Resource](#)

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CURRICULUM ESSENTIALS

Grade 1 · Third Quarter
Phonological Awareness & Phonics

Phonemic Awareness

Heggerty Primary Manual Weeks 19-27

Rhyming: Rhyme Recognition; Rhyme Production

- Teacher orally segments the word into the onset (first sound) and the rime
- Onset Fluency** (Isolate the first sound): Consonants, Vowels, digraphs, consonant blends
- Teacher says the word, repeating the first sound once before saying the complete word. Students repeat teacher.

Blending: R-controlled Vowels 3-5 Phoneme Words with mixed vowel sounds

- Palms together and use a chopping motion, chopping each syllable. Slide hands together to make the whole word. If you are chopping on your arm, hold your arm straight out to the side and parallel to the floor.

Isolating Phonemes: Medial (aw, au), Final & medial (ow, oo, oi), R-controlled

- Final Sounds: punCH IT ouT - Slide forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.
- Isolating Medial Sounds: Roller coaster for 3-phoneme words. Bottom of the hill is the beginning of the word, top of the hill is the middle of the word, bottom of the hill is the end of the word. Teacher says the word, moving arm, and isolates the medial/vowel sound.

Segmenting: R-controlled Vowels, 3-5 Phoneme Words with mixed vowel sounds, syllables

- The hand motion for segmenting is the same as blending
- Adding:** Final phonemes and Rime, 2nd letter of consonant blend, Initial phoneme
- The hand motion for segmenting is the same as blending

Deleting: Final phonemes and Rime, 2nd letter of consonant blend, Initial phoneme

- deleting words, syllables, or phonemes using open palms

Substituting: Rimes, Final phonemes, Vowels

- Substituting words, syllables, or phonemes using two closed fists

Alphabet Knowledge: R-controlled vowels and advanced vowels (au, aw, ou, oi, oy, oo) Teacher's Choice for Review

Language Awareness: Teacher can create additional sentences if students still need practice with this skill

Resources

Heggerty Teacher Manual

- Each weekly lesson plan is 3 pages long taught and grows in complexity from beginning to end
- Lessons are 10-12 minutes
- Whole group as part of Tier 1 instruction

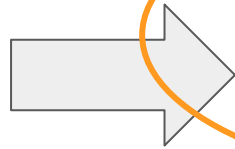
[Heggerty Hand Motion Guide](#)



Tier I Instruction



Foundational



Areas of identified need:	Desc
Word Recognition	
<input type="checkbox"/> Phonological Awareness	
<input type="checkbox"/> Phonics	Evi
<input type="checkbox"/> Fluency	
Language Comprehension	
<input type="checkbox"/> Vocabulary	
<input type="checkbox"/> Literary Text	
<input type="checkbox"/> Informational Text	



RIMP Resources

Reading Improvement and Monitoring Plan	
<p>The Reading Improvement and Monitoring Plan (RIMP) will be created by teachers and families for all students that need extra help with reading. Families will know what extra help their child is getting at school and what progress they are making. Teachers and families will monitor the student's progress and will meet to make changes when needed.</p>	
Interventions and Progress Monitoring - September - November	
Areas of identified need: Word Recognition <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency Language Comprehension <input type="checkbox"/> Vocabulary <input type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text	<p>Describe intervention strategy targeting the identified area(s) of need:</p> <p>Evidence-based Intervention:</p> <p>Context: <input type="checkbox"/> Small group <input type="checkbox"/> Individual</p> <p>Evidence-based Progress Monitoring Tools:</p> <p>Frequency of progress monitoring:</p> <p><input type="radio"/> 2 weeks <input type="radio"/> Other</p>
Progress Monitoring Data and Results Record progress monitoring results and data. Indicate any changes in the intervention, or changes in progress monitoring tools/strategies or the frequency of data collection. If insufficient progress is observed, document adjustments to the intervention.	
Review Date	Describe impact of intervention and indicate any changes needed to the intervention.
Response to Intervention: <input type="radio"/> Satisfactory Progress <input type="radio"/> Minimal Progress <input type="radio"/> No Progress	



Assessment and Progress Monitoring Guide



CCS Elementary ELA Assessment and Intervention Resources

Five Components of Reading	Assessments	Progress Monitoring	Reteach Lessons, Intervention and Resources
<p>Phonics</p>	<p>Foundations</p> <ul style="list-style-type: none"> Unit Assessment <p>Phonics and Word Reading Survey (LETRS) - (Tier 2 Dyslexia Screener/ diagnostic assessment) <ul style="list-style-type: none"> Letter Naming High Frequency Words Decoding Skills <p>i-Ready Literacy Tasks - Benchmark Assessments:</p> <ul style="list-style-type: none"> Letter Naming Fluency Letter Sound Fluency Phoneme Segmentation Fluency Pseudoword Decoding Fluency (K-3) <p>Just Words (4-5)</p> <ul style="list-style-type: none"> Unit Assessment </p>	<p>Foundations Progress Monitoring (K-2)</p> <ul style="list-style-type: none"> Letter Naming (K) Letter Sound Automaticity (K) Sound Identification (K) Sight Word Fluency (K) Word Identification (K-1) Nonsense Word Fluency (1-2) Oral Reading Fluency (1-2) <p>i-Ready Literacy Tasks - Progress Monitoring Assessments:</p> <ul style="list-style-type: none"> Letter Sound Fluency (K-2) Word Recognition Fluency (K-1) Pseudoword Decoding Fluency (K-1) <p>Just Words (4-5)</p> <ul style="list-style-type: none"> Progress Check 	<p>Foundations</p> <ul style="list-style-type: none"> Reteach lesson plan Additional Support Activities Tier 2 Intervention Lesson Activity Schedule <p>i-Ready Tools for Instruction</p> <ul style="list-style-type: none"> Phonics Lessons (K-3) 10-20 minute skill-specific lessons designed to target student's needs <p>CCS Instruction and Intervention Document</p> <ul style="list-style-type: none"> Letter/Sound Correspondence Integrated Picture Mnemonics Read the Word Structural Analysis: Let's Add Word Parts Elkonin Boxes Sight Word Recognition: Heart Words <p>Just Words (4-5)</p> <ul style="list-style-type: none"> Just Words is a daily Tier 2 intervention resource. All lessons provide intervention and reteaching of taught concepts.



Assessment and Progress Monitoring in Action

Reading. Families will know what extra help their child is getting at school and what progress they are making. Teachers and families will monitor the student's progress and will meet to make changes when needed.		
Interventions and Progress Monitoring - September - November		
Areas of identified need: Word Recognition <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency Language Comprehension <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Literary Text <input checked="" type="checkbox"/> Informational Text	Describe intervention strategy targeting the identified area(s) of need: Evidence-based Intervention: PA and Phonics: Additional Letter-Keyword-Sound drills using Foundations sound cards; Elkonin Boxes to map and graph sounds for phonetically regular VC and CVC words. Heart Word mapping for phonetically irregular words. Context: <input checked="" type="checkbox"/> Small group <input type="checkbox"/> Individual	Evidence-based Progress Monitoring Tools: Letter Sound Fluency; Word Recognition Fluency; Pseudoword Decoding Fluency Frequency of progress monitoring: <input checked="" type="radio"/> 2 weeks <input type="radio"/> Other:
Progress Monitoring Data and Results Record progress monitoring results and data. Indicate any changes in the intervention, or changes in the progress monitoring tools/strategies or the frequency of data collection. If insufficient progress is observed, document adjustments to the intervention.		
Review Date 11/02/2023	Describe impact of intervention and indicate any changes needed to the intervention:	
Response to Intervention: <input checked="" type="radio"/> Satisfactory Progress <input type="radio"/> Minimal Progress <input type="radio"/> No Progress	9/12/23 - Letter Sound Fluency: 32, Word Recognition Fluency: 7 9/27/23 - Letter Sound Fluency: 39, Word Recognition Fluency: 10 10/10/23 - Letter Sound Fluency:48, Word Recognition Fluency: 12, Pseudoword Decoding Fluency: 1 10/26/23 - Word Recognition Fluency: 15, Pseudoword Decoding Fluency: 3 11/9/23 - Word Recognition Fluency:18, Pseudoword Decoding Fluency: 4 Andrew has shown progress in response to the interventions provided. We will continue to practice fluency with word and pseudoword reading and will begin working on fluent reading of phrases and sentences. Now that Andrew is showing progress with decoding skills, we will also begin a stronger focus on building his vocabulary knowledge.	



Available Supports

- Before/After School Intervention
- ELO Planning Document [Leaderboard]
 - evidence-based strategy/SIP
 - Pre/Post
- Open office hours once per week from September 23 - November 2
 - Thursday 10:30 AM Optional
 - Thursday 4:00 PM Optional

Contact: extendedlearning@columbus.k12.oh.us



Creating Reading Improvement and Monitoring Plans (RIMPs)



RIMPS on Infinite Campus

Some things to note about this process:

- The RIMP notification letter and RIMP document are created and updated in Infinite Campus.
- The form closely aligns with the District's assessment and instruction calendars.
- The form can be edited throughout the course of the year, so the information is always up to date.



Student Information

The form is already connected to individual students, so some fields will be automatically populated.

These fields include: *Current Date, School Name, Student Name, Student ID, Date of Birth, Student Grade Level and Teacher of Record.*

Example:

2023-2024 READING IMPROVEMENT AND MONITORING PLAN				Date:	09/05/2023
School:	Infinite Campus Technical Institute			Referred for MTSS/IAT:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Student:	Andrew Keaton			Exempt from retention:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Student ID:	8097064	Date of Birth:	08/12/2015	Grade:	01
Teacher of Record:	Valerie Frizzle			Previously Retained:	<input type="radio"/> Yes <input checked="" type="radio"/> No
				Previously on a RIMP:	<input checked="" type="radio"/> Yes <input type="radio"/> No
				Email:	vfrizzle@ccsoh.k12.oh.us



Student Information

The following fields will not pre-populate and will need to be completed by the teacher before the document can be saved:

Referred for MTSS/IAT:	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Exempt from retention:	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Previously Retained:	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Previously on a RIMP:	<input checked="" type="radio"/> Yes	<input type="radio"/> No

Email: vfrizzle@ccsoh.k12.oh.us

RIMP Code*: 152720 - Explicit Intervention in Decoding
At least 1 code is required 152735 - Explicit Intervention in Vocabulary

Ready for Parent Electronic Signature Yes No



Student Information

Electronic Parent Signatures were introduced during the 2023-2024 school year.

2023-2024 READING IMPROVEMENT AND MONITORING PLAN			Date:	<input type="text" value="09/05/2023"/>				
School:	<input type="text" value="Infinite Campus Technical Institute"/>		Referred for MTSS/IAT:	<input type="radio"/> Yes <input checked="" type="radio"/> No				
Student:	<input type="text" value="Andrew Keaton"/>		Exempt from retention:	<input type="radio"/> Yes <input checked="" type="radio"/> No				
Student ID:	<input type="text" value="8097064"/>	Date of Birth:	<input type="text" value="08/12/2015"/>	Grade:	<input type="text" value="01"/>	Previously Retained:	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Teacher of Record:	<input type="text" value="Valerie Frizzle"/>		Email:	<input type="text" value="vfrizzle@ccsoh.k12.oh.us"/>			Previously on a RIMP:	<input checked="" type="radio"/> Yes <input type="radio"/> No
RIMP Code*:	152720 - Explicit Intervention in Decoding							
	<i>At least 1 code is required</i> 152735 - Explicit Intervention in Vocabulary							
							Ready for Parent Electronic Signature <input checked="" type="radio"/> Yes <input type="radio"/> No	



Student Information

ASSESSMENT INFORMATION		<i>The score below is the result of a Diagnostic Assessment administered by September 30th for 1st - 3rd grade students.</i>		
Assessment Date: <input type="text" value="08/31/2023"/>		<i>*The Language & Literacy portion of the KRA-R is the diagnostic used for Kindergarten students and must be administered by the 20th day of instruction.</i>		
Status: On Track <input type="radio"/> Not On Track <input checked="" type="radio"/>		<i>** Students with a test score less than the RIMP Qualifying Score are required to be placed on a RIMP.</i>		
Grade	Assessment	RIMP Qualifying Score**	Score	Comments
K	<input type="radio"/> KRA-R (L/L)*	< 263	356	Andrew is not on track for reading. The i-Ready diagnostic assessment identified areas of deficiency in Phonological Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension.
	<input type="radio"/> i-Ready	< 332		
1	<input checked="" type="radio"/> i-Ready	< 378		
2	<input type="radio"/> i-Ready	< 440		
3	<input type="radio"/> i-Ready	< 495		
	<input type="radio"/> Fall OST	< 700		

- **Kindergarten - KRA-R Language and Literacy (by the 20th day of instruction)**
 - **iReady Diagnostic after the 20th day of Kindergarten instruction.**
- **Retained Kindergarten, Grades 1 and 2 – iReady Diagnostic**
- **Grade 3 – iReady Diagnostic and the Fall Air (Ohio’s State Reading Test)**



Student Information

ASSESSMENT INFORMATION				
Assessment Date: 08/31/2023				
Status: On Track <input type="radio"/> Not On Track <input checked="" type="radio"/>				
Grade	Assessment	RIMP Qualifying Score**	Score	Comments
K	<input type="radio"/> KRA-R (L/L)*	< 263	356	Andrew is not on track for reading. The i-Ready diagnostic assessment identified areas of deficiency in Phonological Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension.
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2	<input type="radio"/> i-Ready	< 440		
3	<input type="radio"/> i-Ready	< 495		
	<input type="radio"/> Fall OST	< 700		

The score below is the result of a Diagnostic Assessment administered by September 30th for 1st - 3rd grade students.

*The Language & Literacy portion of the KRA-R is the diagnostic used for Kindergarten students and must be administered by the 20th day of instruction.

** Students with a test score less than the RIMP Qualifying Score are required to be placed on a RIMP.

To populate the score in the form, choose the current iReady assessment from the Test Detail drop down.



Information for Families

INFORMATION FOR FAMILIES

The **Reading Improvement and Monitoring Plan (RIMP)** will be created by teachers and families for all students that need extra help with reading. Families will know what extra help their child is getting at school and what progress they are making. Teachers and families will monitor the student's progress and will meet to make changes when needed.

Please note: Unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained, unless otherwise exempt.

Reading Improvement and Monitoring Plan

The **Reading Improvement and Monitoring Plan (RIMP)** will be created by teachers and families for all students that need extra help with reading. Families will know what extra help their child is getting at school and what progress they are making. Teachers and families will monitor the student's progress and will meet to make changes when needed.

Additional Supplemental Intervention

Extra help may also be given in addition to the evidence-based intervention provided by the classroom reading teacher. This extra help is based on evidence from current research and on student performance in class and on assessments. The student's progress will be monitored, and changes will be made to instruction as needed and appropriate. Examples of additional supplemental intervention include, but are not limited to, Primary Literacy Specialist, Reading Intervention Teacher, Extended Learning Opportunities, District Saturday Academy, or an outside/private tutor.

These descriptions on the RIMP are provided to inform parents about this document and important details about 3GRG.
Information is written in Parent-Friendly language.



Additional Assessment Information

Assessments:

iReady:

- Diagnostic
- Literary Task

Foundations:

- K-2

Heggerty:

- K-2

*Refer to the

CCS Assessment and Progress Monitoring

document for additional options

1

Grade Level Expectations	Other Assessment Data	Reading Behaviors and Areas for Growth
Beginning of the Year 08/31/2023 iReady Grade 1 - 378 or higher Other Benchmarks:	Letter Sound Fluency - 25 sounds Word Recognition Fluency - 5 words	Andrew recognizes and produces some rhyming words. He can name the letters of the alphabet and match some consonant and short vowel sounds to the letters. Andrew knows some high-frequency words from Kindergarten and is in the early stages of learning basic vocabulary.
Middle of the Year 12/07/2023 iReady Grade 1 - 434 or higher Other Benchmarks:	Diagnostic - 408 Pseudoword Reading Fluency - 5 Passage Reading Fluency - 18	Andrew can match digraphs at the beginning of a word, decode words with 2 and 3-letter blends, and decode words with a final -e. He has added to his bank of known high-frequency words but needs to continue work on reading and spelling 1st-grade high-frequency words accurately and fluently. Andrew also needs (continued A1)
End of the Year 05/02/2024 iReady Grade 1 - 458 or higher Other Benchmarks:	Diagnostic - 437 Pseudoword Reading Fluency - 14 Passage Reading Fluency - 48	Andrew is working on decoding multi-syllabic words and using suffixes. He recognizes and spells most 1st grade high-frequency and "trick" words. Andrew can recognize synonyms and antonyms. Sort words into categories, and identify real-life connections between words. He also demonstrates understanding (continued A2)

*Drop down boxes populate Grade Level Expectations for iReady.
 Additional assessments can be added in the Other section*



Additional Assessment Information

Assessments:

iReady:

- Diagnostic
- Literacy Tasks

Fundations:

- K-2

Heggerty:

- K-2

*Refer to the

CCS

Assessment and Progress Monitoring

document for additional options

Grade Level Expectations	Other Assessment Data	Reading Behaviors and Areas for Growth
Beginning of the Year 08/31/2023 iReady Grade 1 - 378 or higher Other Benchmarks:	Letter Sound Fluency - 25 sounds Word Recognition Fluency - 5 words	Andrew recognizes and produces some rhyming words. He can name the letters of the alphabet and match some consonant and short vowel sounds to the letters. Andrew knows some high-frequency words from Kindergarten and is in the early stages of learning basic vocabulary.
Middle of the Year 12/07/2023 iReady Grade 1 - 434 or higher Other Benchmarks:	Diagnostic - 408 Pseudoword Reading Fluency - 5 Passage Reading Fluency - 18	Andrew can match digraphs at the beginning of a word, decode words with 2 and 3-letter blends, and decode words with a final -e. He has added to his bank of known high-frequency words but needs to continue work on reading and spelling 1st-grade high-frequency words accurately and fluently. Andrew also needs (continued A1)
End of the Year 05/02/2024 iReady Grade 1 - 458 or higher Other Benchmarks:	Diagnostic - 437 Pseudoword Reading Fluency - 14 Passage Reading Fluency - 48	Andrew is working on decoding multi-syllabic words and using suffixes. He recognizes and spells most 1st grade high-frequency and "trick" words. Andrew can recognize synonyms and antonyms. Sort words into categories, and identify real-life connections between words. He also demonstrates understanding (continued A2)



Intervention and Progress Monitoring

Progress Monitoring Assessments:

iReady:

- Growth Monitoring
- Literacy Tasks

Fundations:

K, 1st, 2nd

Heggerty:

K-2 (Only for Phonological Awareness)

*Refer to the **CCS Assessment and Progress Monitoring** document for additional options

Interventions will be documented according to the following schedule:

September - November

December - February

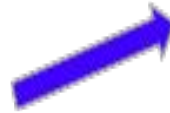
March - May

Interventions and Progress Monitoring - September - November	
Areas of identified need: Word Recognition <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency Language Comprehension <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Literary Text <input checked="" type="checkbox"/> Informational Text	Describe intervention strategy targeting the identified area(s) of need: Evidence-based Intervention: PA and Phonics: Additional Letter-Keyword-Sound drills using Foundations sound cards; Elkonin Boxes to map and graph sounds for phonetically regular VC and CVC words. Heart Word mapping for phonetically irregular words. Context: <input checked="" type="checkbox"/> Small group <input type="checkbox"/> Individual
Evidence-based Progress Monitoring Tools: Letter Sound Fluency; Word Recognition Fluency; Pseudoword Decoding Fluency Frequency of progress monitoring: <input checked="" type="radio"/> 2 weeks <input type="radio"/> Other:	
Progress Monitoring Data and Results Record progress monitoring results and data. Indicate any changes in the intervention, or changes in the progress monitoring tools/strategies or the frequency of data collection. If insufficient progress is observed, document adjustments to the intervention.	
Review Date 11/02/2023	Describe impact of intervention and indicate any changes needed to the intervention: 9/12/23 - Letter Sound Fluency: 32, Word Recognition Fluency: 7 9/27/23 - Letter Sound Fluency: 39, Word Recognition Fluency: 10 10/10/23 - Letter Sound Fluency:48, Word Recognition Fluency: 12, Pseudoword Decoding Fluency: 1 10/26/23 - Word Recognition Fluency: 15, Pseudoword Decoding Fluency: 3 11/9/23 - Word Recognition Fluency:18, Pseudoword Decoding Fluency: 4 Andrew has shown progress in response to the interventions provided. We will continue to practice fluency with word and pseudoword reading and will begin working on fluent reading of phrases and sentences. Now that Andrew is showing progress with decoding skills, we will also begin a stronger focus on building his vocabulary knowledge.
Response to Intervention: <input checked="" type="radio"/> Satisfactory Progress <input type="radio"/> Minimal Progress <input type="radio"/> No Progress	



Intervention and Progress Monitoring

Reading Improvement and Monitoring Plan	
The Reading Improvement and Monitoring Plan (RIMP) will be created by teachers and families for all students that need extra help with reading. Families will know what extra help their child is getting at school and what progress they are making. Teachers and families will monitor the student's progress and will meet to make changes when needed.	
Interventions and Progress Monitoring - September	
Areas of Identified need: Word Recognition <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency Language Comprehension <input type="checkbox"/> Vocabulary <input type="checkbox"/> Literary Text <input checked="" type="checkbox"/> Informational Text	Describe intervention strategy targeting the identified area(s) of need: Evidence-based Intervention: PA and Phonics; Additional Letter-Keyword-Sound drills using Foundations sound cards; Elkonin Boxes to map and graph sounds for phonetically regular VC and CVC words; Hear, Word mapping for phonetically irregular words. Context: <input checked="" type="checkbox"/> Small group <input type="checkbox"/> Individual
November	
Evidence-based Progress Monitoring Tools: Letter Sound Fluency; Word Recognition Fluency; Pseudoword Decoding Fluency	
Frequency of progress monitoring: <input checked="" type="radio"/> 2 weeks <input type="radio"/> Other:	
Progress Monitoring Data and Results Record progress monitoring results and data. Indicate any changes in the intervention, or changes in the progress monitoring tools/strategies or the frequency of data collection. If insufficient progress is observed, document adjustments to the intervention.	
Review Date 11/02/2023	Describe impact of intervention and indicate any changes needed to the intervention: 9/12/23 - Letter Sound Fluency: 32, Word Recognition Fluency: 7 9/27/23 - Letter Sound Fluency: 39, Word Recognition Fluency: 10 10/10/23 - Letter Sound Fluency:48, Word Recognition Fluency: 12, Pseudoword Decoding Fluency: 1 10/26/23 - Word Recognition Fluency: 15, Pseudoword Decoding Fluency: 3 11/9/23 - Word Recognition Fluency:18, Pseudoword Decoding Fluency: 4 Andrew has shown progress in response to the interventions provided. We will continue to practice fluency with word and pseudoword reading and will begin working on fluent reading of phrases and sentences. Now that Andrew is showing progress with decoding skills, we will also begin a stronger focus on building his vocabulary knowledge.
Response to Intervention: <input checked="" type="radio"/> Satisfactory Progress <input type="radio"/> Minimal Progress <input type="radio"/> No Progress	



Evidence-based Progress Monitoring Tools:

Letter Sound Fluency; Word Recognition Fluency; Pseudoword Decoding Fluency

Frequency of progress monitoring:

- 2 weeks
 Other:

Students should receive progress monitoring according to the following schedule:

Below Level: Every 2 weeks

On or Above Level: Every 4 weeks

Progress Monitoring frequency is determined by the iReady Diagnostic results.



Intervention and Progress Monitoring

Interventions and Progress Monitoring - September - November	
Areas of identified need: Word Recognition <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency Language Comprehension <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Literary Text <input checked="" type="checkbox"/> Informational Text	<p>Describe intervention strategy targeting the identified area(s) of need:</p> <p>Evidence-based Intervention: PA and Phonics: Additional Letter–keyword–Sound drills using Foundations sound cards; Elkonin Boxes to map and graph sounds for phonetically regular VC and CVC words. Heart Word mapping for phonetically irregular words.</p> <p>Context: <input checked="" type="checkbox"/> Small group <input type="checkbox"/> Individual</p> <p>Evidence-based Progress Monitoring Tools: Letter Sound Fluency; Word Recognition Fluency; Pseudoword Decoding Fluency</p> <p>Frequency of progress monitoring: <input checked="" type="radio"/> 2 weeks <input type="radio"/> Other:</p>
Progress Monitoring Data and Results Record progress monitoring results and data. Indicate any changes in the intervention, or changes in the progress monitoring tools/strategies or the frequency of data collection. If insufficient progress is observed, document adjustments to the intervention.	
Review Date 11/02/2023	<p>Describe impact of intervention and indicate any changes needed to the intervention:</p> <p>9/12/23 – Letter Sound Fluency: 32, Word Recognition Fluency: 7 9/27/23 – Letter Sound Fluency: 39, Word Recognition Fluency: 10 10/10/23 – Letter Sound Fluency:48, Word Recognition Fluency: 12, Pseudoword Decoding Fluency: 1 10/26/23 – Word Recognition Fluency: 15, Pseudoword Decoding Fluency: 3 11/9/23 – Word Recognition Fluency:18, Pseudoword Decoding Fluency: 4 Andrew has shown progress in response to the interventions provided. We will continue to practice fluency with word and pseudoword reading and will begin working on fluent reading of phrases and sentences. Now that Andrew is showing progress with decoding skills, we will also begin a stronger focus on building his vocabulary knowledge.</p>
Response to Intervention: <input checked="" type="radio"/> Satisfactory Progress <input type="radio"/> Minimal Progress <input type="radio"/> No Progress	

Teachers should review the RIMP by making note of the outcome of the progress monitoring and describe the impact of the intervention and any adjustments made to instruction.



Additional Supplemental Information

Additional Supplemental Intervention

Extra help may also be given in addition to the evidence-based intervention provided by the classroom reading teacher. This extra help is based on evidence from current research and on student performance in class and on assessments. The student's progress will be monitored, and changes will be made to instruction as needed and appropriate. Examples of additional supplemental intervention include, but are not limited to, Primary Literacy Specialist, Reading Intervention Teacher, Extended Learning Opportunities, District Saturday Academy, or an outside/private tutor.

Evidence-based supplemental intervention:

Start Date: 10/02/2023	Foundations Tier 2 Intervention lessons with the Primary Literacy Specialist	End Date: 05/24/2024	Provider Name: Merry Teacher Frequency: daily
Start Date: 01/27/2024	Saturday Academy - teacher-led lessons in phonics, reading, and writing	End Date: 03/02/2024	Provider Name: Literacy Department Frequency: weekly



Parental Involvement

Parental opportunities may include but are not limited to:

OPPORTUNITIES FOR PARENT INVOLVEMENT*

- | | |
|---|--|
| <input type="checkbox"/> Reading at home nightly for 20 minutes
(at child's independent reading level) | <input checked="" type="checkbox"/> Attend Parent-Teacher Conferences to discuss
student progress |
| <input type="checkbox"/> Practice Repeated Reading for Fluency | <input checked="" type="checkbox"/> Attend Parent Literacy Events (i.e., Family
Academies, Parent Resource Fairs, Third
Grade Reading Guarantee Parent Meetings) |
| <input type="checkbox"/> Attend mutually agreed upon meetings | |
| <input type="checkbox"/> Other | |

*Parent selected



Parental Involvement

Teachers should write any comments or concerns from the parent or guardians regarding the plan that has been created.

PARENT/GUARDIAN COMMENTS/CONCERNS

Mom and Dad are concerned that Ronald will be retained. They are willing to take him to after-school homework programs available in the neighborhood. They also agree to attend district family engagement events for additional information and resources to use at home. Ronald has a library card and they will encourage him to choose books each week to read at home.



Parental Involvement

This year, parents will have the ability to electronically signing the RIMP.

SIGNATURES		
<p>We, the undersigned, have been involved in the development of this Reading Improvement and Monitoring Plan. We understand that academic support in the area of reading will be provided during regular school hours to assist with reading at grade level. Ongoing analysis of this intervention and progress of this support will be documented and shared throughout the year. We also understand that if the designated promotion score on the grade 3 Ohio State Test in English Language Arts is not attained, and the child does not qualify for an exemption to retention, then the child will be retained in third grade and provided intensive intervention in reading.</p>		
Mr. and Mrs. Weasley		11/04/2022
_____ Parent/Guardian	_____ Signature	_____ Date
Dr. A. Dumbledore		11/04/2022
_____ Teacher of Record	_____ Signature	_____ Date
_____ Teacher providing services (if not Teacher of Record)	_____ Signature	_____ Date
Mrs. Jolly Principal		11/04/2022
_____ Principal or Designee	_____ Signature	_____ Date



Parent Contact Log

It is important to make note of the Parent Contacts and results of those contacts.

Parent / Guardian Contact Log				
Parent/Guardian	Contact Method	Date	Time	Outcome (spoke with parent, left voicemail, etc.)
Mom	Face to Face	10/7/2022	3:30pm	Spoke with Mom to let her know not on track status and inted to RIMP conference.
Dad	Phone Call	10/28/2022	8:30am	Conference held to. review diagnostic results and to collaboratively develop RIMP.
Mom and Dad	Virtual Meeting	11/18/2022	5:15pm	P/T Conferences: Reviewed RIMP, partent signatures obtained, shared activities and strategies to use at home.
Mom	Phone Call	12/02/2022	10:45am	Spoke with Mom to update on progress and discuss prep for OST and ELO and Saturday Academy opportunities.
Mom and Dad	Virtual Meeting	01/26/2022	5:45pm	P/T Conferences: reviewed progress, teseting dates, recent absences.
Mom	Phone Call	02/02/2023	12:45pm	Thanked Mom for their support, reminder of testing schedule.
Dad	Face to Face	04/03/2022	3:30pm	Discussed Summere opportunities to maintain progress made: District Summer School, neighborhood and library programs.



E-Signature

Parents can electronically sign the RIMP. To start the process, a parent signature form must be created.

Path: Index > Student Information > General > Forms > New

- Browse to the path above
- If you have not already selected a student, you may be prompted to search for a student at this point.
- Once you have selected the student, click the **Forms** tab and choose



- Choose **RIMP Parent Signature** from the *Select Form list*

Module	Title
Academic Plans	RIMP Parent Signature




E-Signature

The form will appear with all fields already populated, provided all of the appropriate fields are entered on the RIMP:

- Test score
- Teacher Name
- Teacher Email

If anything is inaccurate, it can be edited here. If everything is correct, click Save & Stay.

 **COLUMBUS CITY SCHOOLS**

Infinite Campus Technical Institute
430 Cleveland Avenue
Columbus, OH 43215
(614)365-5000

Dear Parent or Guardian of **Ronald Weasley**

The Ohio Third Grade Reading Guarantee requires schools to develop a Reading Improvement and Monitoring Plan (RIMP) for students identified as not on-track based on the i-Ready assessment (or KRA for Kindergarten).

Your student's score of **455** means that they are currently not on-track.

Your electronic signature on this document indicates that you have reviewed the RIMP created by your child's teacher and understand the importance of following the plan to help your child get back on-track with reading. If you have any questions about the plan, please contact your child's teacher:

Teacher Name: **Teacher, Mary**

Teacher Email: **mteacher1234@columbus.k12.oh.us**

Sincerely,

Albus Dumbledore
Principal

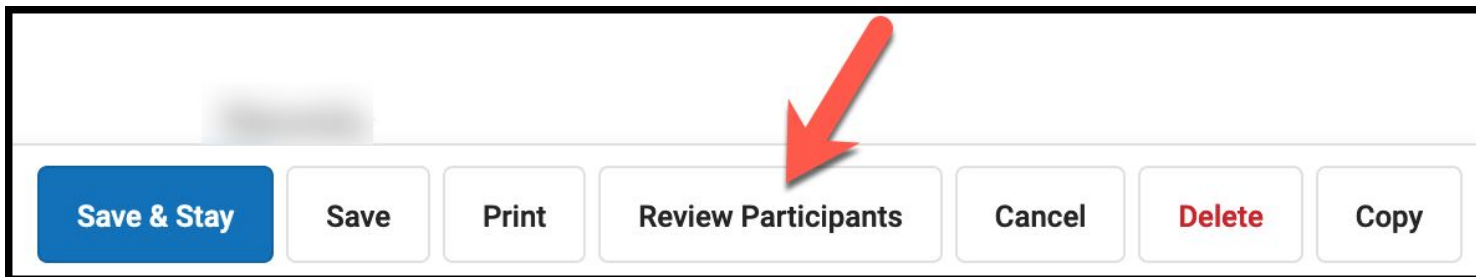
Save & Stay Save Print Cancel Delete



E-Signature

Send for E-Signature

Next, the form must be made available for parents to sign in the portal. Click on Review Participants:





E-Signature

Parents must have a portal account in order to e-sign documents.

If the parent does not have an account, you will not be able to send the form to be e-signed. On this screen, click Close. Direct the parent to create a portal account. Your building secretary can assist with this process. There are also directions that can be found here.

Form Detail
eSignatures

The parent/guardian(s) and/or student do not have a Portal account.
Grant Portal rights in order to send this form for eSignature. You may close the side panel and return once this is completed.

Or, if there are no eSignature participants, click 'Confirm No Participants' below and the form will not require eSignature.

Confirm No Participants Close



E-Signature

If the parent does have a portal account, you will see the Form Detail screen slide out from the right. Click **Request eSignatures**.

You will get a confirmation that the form will now be read-only. Click **Request eSignatures** again.

Form Detail
eSignatures

Campus Parent

Bueller, Katie (Other - Female)
REQUEST ESIGNATURE

Request eSignatures Close

Request eSignatures

Requesting eSignatures will make the form read-only. You will not be able to make additional changes. Click Request eSignatures to request eSignatures or Cancel to go back.

Request eSignatures Cancel



E-Signature

Forms							
▼ Year: 20-21							
<		20-21	Academic Plans	3GRG Parent Notification Letter (iReady)	10/29/2020 12:04:18 PM	10/29/2020 12:04:21 PM	LOCKED & PUBLISHED >
		20-21	Academic Plans	3GRG RIMP 20-21 v2.0	10/29/2020 2:56:49 PM	11/04/2020 8:48:18 AM	LOCKED & PUBLISHED
		20-21	Academic Plans	RIMP Parent Signature	11/05/2020 7:07:51 AM	11/05/2020 7:14:37 AM	1 DAYS PENDING ESIGN

The forms tab will now show that the document is awaiting the parent signature.



E-Signature

What the Parent Sees

- On the **Today** menu, parents will now see the the **RIMP Parent Signature** form in the *Documents Need Attention* section.
- They must click on this form to view and sign
- Complete documentation here.

The screenshot displays the Infinite Campus mobile application interface. At the top, there is a green header with the 'Infinite Campus' logo. Below the header is a dark grey navigation menu with the following items: 'Message Center', 'Today' (highlighted with a red box), 'Calendar', 'Assignments', 'Grades', 'Grade Book Updates', 'Attendance', 'Documents', and 'More'. The main content area shows the date 'Today Thursday, November 5, 2020'. Below the date is a student profile card for Ronald Weasley, Student Number 8096806, Blended Learning Group PS-3 (A), and 20-21 Infinite Campus Tech Grade 03. Below the profile card is a section titled 'Documents Need Attention' which contains a card for 'RIMP Parent Signature' dated 11/05/2020. A red arrow points to this card.



Sample RIMP



Review the sample 3rd grade RIMP.

What do you notice?

What questions do you have based on what you see?



Q1 & 2 Monitoring Expectations

Area Superintendents	Principals
Ensure all diagnostic testing is completed for students in grades K-3	Ensure all diagnostic testing is completed for students in grades K-3
Ensure all students in grades K-3 who have been identified as “not on track” have completed RIMPs by the 60th calendar day.	Ensure all students in grades K-3 who have been identified as “not on track” have completed RIMPs by the 60th calendar day.
Review at least 5 RIMPs including interventions (using provided checklist)	Review each RIMP in your building including interventions (using provided checklist)
Ensure principals attend the quarterly 3GRG meetings.	Ensure teachers needing additional support attend the Teacher RIMP Clinics.



Administrator Professional Development

November 10, 2023	Look Fors Monitoring Tips Small Group Planning Additional resources for Interventions
January 11, 2024	Look Fors Monitoring Tips Small Group Planning Collaboration on ways to allocate title funds to support Literacy



Professional Development Opportunities

- Saturday, September 16, 2024
 - Foundations
 - HMH Into Reading Getting Started
- RIMPs, Part 1 for Beginners
 - September 21, 4:30-6:30
 - September 28, 4:30-6:30
- RIMPs, Part 2: Digging Deeper with Interventions and Assessments
 - October 10, 4:30-6:30



LETRS for Administrators

- 4 half day virtual sessions
- Focused on creating systems and structures
- Leadership focused PD
- Virtual sessions + LETRS for Admin online modules
- Different than LETRS and LETRS Overview
- Teachers participation in LETRS Units 4, 5 & 6



9/20 Professional Development Day

8:15- 8:30	Check In
8:30- 9:15	Virtual Synchronous Webinar Dyslexia Law Overview
9:30- 12:00	Session 1: Tier 1 Overview with Curriculum Associates or Tier 2 Overview with School Psych/SLP
12:00- 1:00	Lunch
1:00- 3:30	Session 2: Tier 1 Overview with Curriculum Associates or Tier 2 Overview with School Psych/SLP
3:30- 3:45	Closing Announcements



Questions?



**Please join us in the
breakout room for
further discussion and
feedback**

Administrators with 0-3 Years of Experience

Breakout Room 1

Administrators with 4+ Years of Experience

Breakout Room 2