

# 2021-2022 READING IMPROVEMENT AND MONITORING PLAN

Date:

School:

Referred for MTSS/IAT:	Yes	No
Exempt from retention:	Yes	No
Previously Retained:	Yes	No
Previously on a RIMP:	Yes	No

Student:

Student ID:

Date of Birth:

Grade:

Teacher of Record:

Email:

RIMP Code\*:

*At least 1 code is required*

Ready for Parent Electronic Signature Yes No

## 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.

## ASSESSMENT INFORMATION

Assessment Date:

Status: On Track Not On Track

*The score below is the result of a Diagnostic Assessment administered by September 30. \* Kindergarten students have until November 1 to complete the L/L portion of the KRA-R assessment. \*\* Students with a test score less than the RIMP Qualifying Score are required to be placed on a RIMP.*

Grade	Assessment	RIMP Qualifying Score**	Score	Comments
K	KRA-R (L/L)*	< 263		
	i-Ready	< 332		
1	i-Ready	< 378		
2	i-Ready	< 440		
3	i-Ready	< 495		
	Fall AIR	< 700		

Grade Level Expectations	Other Assessment Data	Reading Behaviors and Areas for Growth
<b>Beginning of the Year</b> iReady: Other Benchmarks:		
<b>Middle of the Year</b> iReady: Other Benchmarks:		
<b>End of the Year</b> iReady: Other Benchmarks:		

Student ID#

Student Name:

**Reading Improvement and Monitoring Plan**

Students have at least 90 minutes of reading instruction every day with their classroom teacher. *Extra help is given in addition to daily classroom instruction.* The focus of the extra help is based on how the student does in class and on tests. Teachers monitor the progress made by the student and change instruction when needed.

**Interventions and Progress Monitoring - September - November**

Areas of identified need: Phonological Awareness Phonics Vocabulary Fluency Comprehension-Literature Comprehension-Informational Text Other:	Describe intervention strategy targeting the identified area(s) of need:  <b>Instructional Strategy:</b>  Context:      Small group Individual	<b>Progress Monitoring Tools:</b> • i-Ready • Other Tool(s):  <b>Frequency of progress monitoring:</b> 2 weeks Other:
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**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.

<b>Review Date</b>	Describe impact of intervention and indicate any changes needed to the intervention:
Outcome: <i>Satisfactory</i> <i>Progressing</i> <i>Unsatisfactory</i>	

**Interventions and Progress Monitoring - December - February**

Areas of identified need: Phonological Awareness Phonics Vocabulary Fluency Comprehension-Literature Comprehension-Informational Text Other:	Describe intervention strategy targeting the identified area(s) of need:  <b>Instructional Strategy:</b>  Context:      Small group Individual	<b>Progress Monitoring Tools:</b> • i-Ready • Other Tool(s):  <b>Frequency of progress monitoring:</b> 2 weeks Other:
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**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.

<b>Review Date</b>	Describe impact of intervention and indicate any changes needed to the intervention:
Outcome: <i>Satisfactory</i> <i>Progressing</i> <i>Unsatisfactory</i>	

Student ID#

Student Name:

**Reading Improvement and Monitoring Plan**

Students have at least 90 minutes of reading instruction every day with their classroom teacher. Extra help is given in addition to daily classroom instruction. The focus of the extra help is based on how the student does in class and on tests. Teachers monitor the progress made by the student and change instruction when needed.

**Interventions and Progress Monitoring - March - May**

Areas of identified need: Phonological Awareness Phonics Vocabulary Fluency Comprehension-Literature Comprehension-Informational Text Other:	Describe intervention strategy targeting the identified area(s) of need:  <b>Instructional Strategy:</b>  Context:      Small group Individual	<b>Progress Monitoring Tools:</b> • <b>i-Ready</b> • <b>Other Tool(s):</b>  <b>Frequency of progress monitoring:</b> 2 weeks  Other:
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**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.

<b>Review Date</b>	Describe impact of intervention and indicate any changes needed to the intervention:
Outcome: <i>Satisfactory</i> <i>Progressing</i> <i>Unsatisfactory</i>	

**Additional Supplemental Intervention**

Extra help may also be given in addition to the intervention given by the classroom reading teacher. This extra help is based on research and on how the student does in class and on tests. The student's progress will be monitored, and changes will be made to instruction as needed.

Research-based supplemental intervention:

Start Date:	End Date:	Provider Name:
		Frequency:
Start Date:	End Date:	Provider Name:
		Frequency:
Start Date:	End Date:	Provider Name:
		Frequency:
Start Date:	End Date:	Provider Name:
		Frequency:

Student ID#

Student Name:

If you are **NOT** the teacher of record, enter your name here:

By entering my name above, I confirm that I am providing reading guarantee services as approved by the Principal and Teacher of Record.

**Teacher Qualifications for Third Grade Teachers** The information below pertains to the teacher providing reading guarantee services. Please check all that apply. (this section only needs to be completed by third grade teachers)

Teachers must have 1 year of teaching experience and meet at least one of the following criteria to provide reading services:

- a) K-12 reading endorsement on teacher's license
- b) Master's degree with a major in reading or literacy
- c) Earned a passing score on the Praxis 5205 exam – (or on the Praxis 5203 prior to 9/1/2021)
- d) Rated “most effective” for reading instruction consecutively for the most recent two years based on state-approved tests of student growth
- e) Rated “above expected value-added” in reading instruction consecutively for the most recent two school years;
- f) PreK-3 or 4-9 Teacher License issued on or after 7/1/2017 --OR--  
K-12 Intervention Specialist License issued on or after 7/1/2017 --OR--  
License issued by the Board of Speech-Language Pathology and Audiology -AND- a professional pupil services license as a school speech-pathologist issued by the State Board of Education.

I have less than one year of teaching experience and am mentored by a teacher with at least one year of experience who meets the qualifications to provide reading guarantee services listed above. Indicate the qualification the mentor teacher meets from the above list:

- a)    b)    c)    d)    e)    f)

**ALTERNATIVE TEACHER QUALIFICATION OPTIONS** for teachers of:

English learners in the U.S. less than 3 years:

- Teaching English to Speakers of Other Languages (TESOL) endorsement / license --OR--
- Bilingual Language Endorsement

Students with Individualize Education Plans (IEPs):

- National Board Certification in Literacy --OR--
- IMSE Orton Gillingham 30-Hour Comprehensive Course Plus 45-Hour Practicum --OR--
- Success for All Foundation's Initial Professional Development Plus School Year Practicum --OR--
- Voyager Sopris Learning's Language Essentials for Teachers of Reading and Spelling (LETRS) (Online or Print and Face-toFace) --OR--
- Wilson Reading System Level 1 Certification

**OPPORTUNITIES FOR PARENT INVOLVEMENT\***

Reading at home nightly for 20 minutes  
(at child's independent reading level)

Attend Parent-Teacher Conferences to discuss student progress

Practice Repeated Reading for Fluency

Attend Parent Literacy Events (i.e., Family Academies, Parent Resource Fairs, Third Grade Reading Guarantee Parent Meetings)

Attend mutually agreed upon meetings

Other

**\*Parent selected**

**PARENT/GUARDIAN COMMENTS/CONCERNS**

Student ID#

Student Name:

**SIGNATURES**

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.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher of Record

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher providing services  
(if not Teacher of Record)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal or Designee

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Parent / Guardian Contact Log**

Parent/Guardian	Contact Method	Date	Time	Outcome (spoke with parent, left voicemail, etc.)