

2023-24 READING IMPROVEMENT AND MONITORING PLAN

Date:

School:

Student:

Student ID: Date of Birth: Grade:

Teacher of Record:

Email: vfrizzle@ccsoh.k12.oh.us

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

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

Ready for Parent Electronic Signature	<input checked="" type="radio"/> Yes	<input type="radio"/> No
---------------------------------------	--------------------------------------	--------------------------

<p>INFORMATION FOR FAMILIES</p> <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>	<p>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.</p>
---	---

<p>ASSESSMENT INFORMATION</p> <p>Assessment Date: <input type="text" value="08/31/2023"/></p> <p>Status: On Track <input type="radio"/> Not On Track <input checked="" type="radio"/></p>	<p><i>The score below is the result of a Diagnostic Assessment administered by September 30th for 1st - 3rd grade students.</i></p> <p><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></p> <p><i>** Students with a test score less than the RIMP Qualifying Score are required to be placed on a RIMP.</i></p>
--	--

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		

Grade Level Expectations	Other Assessment Data	Reading Behaviors and Areas for Growth
<p>Beginning of the Year 08/31/2023</p> <p>iReady Grade 1 - 378 or higher</p> <p>Other Benchmarks:</p>	<p>Letter Sound Fluency - 25 sounds</p> <p>Word Recognition Fluency - 5 words</p>	<p>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.</p>
<p>Middle of the Year 12/07/2023</p> <p>iReady Grade 1 - 434 or higher</p> <p>Other Benchmarks:</p>	<p>Diagnostic - 408</p> <p>Pseudoword Reading Fluency - 5</p> <p>Passage Reading Fluency - 18</p>	<p>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)</p>
<p>End of the Year 05/02/2024</p> <p>iReady Grade 1 - 458 or higher</p> <p>Other Benchmarks:</p>	<p>Diagnostic - 437</p> <p>Pseudoword Reading Fluency - 14</p> <p>Passage Reading Fluency - 48</p>	<p>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)</p>

Keaton, Andrew
3GRG RIMP 23-24

Appendix A, Page 1 of 1

Appendix A1

...

to continue building vocabulary knowledge.

Appendix A2

...

of multiple-meaning words.

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 - 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: Context: <input checked="" type="checkbox"/> Small group <input type="checkbox"/> Individual 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.	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	

Interventions and Progress Monitoring - December - February

Areas of identified need: Word Recognition <input 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: Context: <input checked="" type="checkbox"/> Small group <input type="checkbox"/> Individual Evidence-based Intervention: Fluency - Practice fluent reading with Foundations scooped fluency phrases, sentences, and stories. Incremental Rehearsal with high-frequency and "trick" words. Vocabulary - Elaborating Words activity to add details to describe words in the sentences they write, using text vocabulary when appropriate.	Evidence-based Progress Monitoring Tools: Pseudoword Decoding Fluency; Passage Reading 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 01/30/2024	Describe impact of intervention and indicate any changes needed to the intervention: 1/9/23 - Pseudoword Decoding Fluency: 6, Passage Reading Fluency: 20 1/23/23 - Pseudoword Decoding Fluency: 8, Passage Reading Fluency: 22 2/6/23 - Pseudoword Decoding Fluency: 11, Passage Reading Fluency: 26 2/20/23 - Pseudoword Decoding Fluency: 13, Passage Reading Fluency: 32 Andrew is showing satisfactory progress with the interventions provided. He is reading phrases and sentences with increasing accuracy and fluency. During class, he is showing 80% mastery on Foundations Unit assessments for 3 of 4 of the recent units completed. Andrew is also expanding his vocabulary. He is able to elaborate sentences when writing and to use new vocabulary when responding to questions and demonstrating comprehension of texts read in class. Andrew will continue to focus on fluent reading and vocabulary.
Response to Intervention: <input checked="" type="radio"/> Satisfactory Progress <input type="radio"/> Minimal Progress <input type="radio"/> No Progress	

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 - March - May

Areas of identified need: Word Recognition <input type="checkbox"/> Phonological Awareness <input 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: Foundations fluency passages - begin with scooped passages, then practice with un-scooped passages. Vocabulary - i-Ready Tools for Instruction Lessons: Shades of Meaning; Identify Descriptive Words; Use Context to Find Word Meaning	Evidence-based Progress Monitoring Tools: Passage Reading 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 05/21/2024	Describe impact of intervention and indicate any changes needed to the intervention: 3/5/23 - Passage Reading Fluency: 39 3/19/23 - Passage Reading Fluency: 44 4/11/23 - Passage Reading Fluency: 50 4/23/23 - Passage Reading Fluency: 52 5/15/23 - Passage Reading Fluency: 62 Andrew has shown significant progress and is only slightly below grade level at this time. He needs to continue practicing fluent reading of decodable texts and texts he can read independently. Andrew has grown his bank of high-frequency words and "trick" words for both reading and spelling and needs to continue to grow his vocabulary knowledge. Reading daily over the summer and attending the Summer Experience would benefit Andrew and help him maintain and continue the progress he has made this year.
Response to Intervention: <input checked="" type="radio"/> Satisfactory Progress <input type="radio"/> Minimal Progress <input type="radio"/> No Progress	

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

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

[Empty box for name entry]

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)
- Practice Repeated Reading for Fluency
- Attend mutually agreed upon meetings
- Other After-school program at the local community center
- Attend Parent-Teacher Conferences to discuss student progress
- Attend Parent Literacy Events (i.e., Family Academies, Parent Resource Fairs, Third Grade Reading Guarantee Parent Meetings)

*Parent selected

PARENT/GUARDIAN COMMENTS/CONCERNS

Mom and Dad are concerned that Andrew 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. Andrew's parents will take him to get a library book and help him select books to read at home.

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>		
Steven & Elyse Keaton		09/28/2023
Parent/Guardian	Signature	Date
Valerie Frizzle		09/28/2023
Teacher of Record	Signature	Date
Teacher providing services (if not Teacher of Record)	Signature	Date
Jolly Principal		09/27/2023
Principal or Designee	Signature	Date

Parent / Guardian Contact Log				
Parent/Guardian	Contact Method	Date	Time	Outcome (spoke with parent, left voicemail, etc.)
Mom	In Person	09/05/2023	3:30pm	Spoke with Mom to let her know about not-on-track status and to schedule a RIMP conference. Notification letter sent home today.
Mom & Dad	In Person	09/29/2023	8:30am	Conference held to review diagnostic and to collaboratively develop RIMP.
Dad	Virtual	11/14/2023	6:45pm	P/T conference: reviewed RIMP interventions and progress made; shared activities to do at home.
Mom	Phone	12/12/2023	12:30pm	Spoke with Mom to update on progress. Discussed Saturday Academy opportunity and provided registration information
Mom & Dad	In Person	02/13/2024	6:15pm	P/T conference: reviewed progress and change in interventions. Discussed new strategies to use at home.
Mom	Text	04/02/2024	8:30am	Mom called asking for additional materials to send home. Discussed sending copies of fluency passages. Encouraged read alouds for vocabulary support.
Dad	Email	05/13/2024	3:30pm	Discussed Summer Experience opportunities and provided registration information. Discussed other neighborhood programs for Summer.
