

# 2020-2021 READING IMPROVEMENT AND MONITORING PLAN

Date: 10/29/2020

School: Infinite Campus Technical Institute

Student: Ronald Weasley

Student ID: 8096806 Date of Birth: 08/12/2010 Grade: 03

Teacher of Record: Dumbledore, Albus

Email: adumbledore@columbus.k12.oh.us

Referred for MTSS/IAT:	<input checked="" type="radio"/> Yes	<input 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 type="radio"/> Yes	<input type="radio"/> No

RIMP Code\*: 152510 - Increase Reading Time

At least 1 code

is required 152545 - Phonemic Awareness and Phonemic Decoding

Ready for Parent Electronic Signature	<input type="radio"/> Yes	<input checked="" type="radio"/> No
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<p><b>INFORMATION FOR FAMILIES</b></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><b>Please note:</b> During the 2020-2021 school year, <i>no district shall retain a student in the third grade who does not meet the promotion score of 683 on the Ohio's State Test for grade 3 English language arts</i> IF the student's principal <u>and</u> reading teacher agree that other evaluations of the student's skills in reading demonstrate the student is academically prepared to be promoted to the fourth grade. This provision applies to students who are in third grade for the 2020-2021 school year and would be enrolling in the fourth grade for the 2021-2022 school year, unless retained.</p>
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<b>ASSESSMENT INFORMATION</b> (Results of Diagnostic Assessment administered by September 30)					*Students with a test score <u>less than</u> the RIMP Qualifying Score are required to be placed on a RIMP.
Assessment Date:	09/10/2020	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	450	Ronald is currently not on track for reading. The iReady diagnostic assessment has identified reading deficiencies in the areas of Informational and Literary	
	<input type="radio"/> iReady	< 332			
1	<input type="radio"/> iReady	< 378			
2	<input type="radio"/> iReady	< 440			
3	<input checked="" type="radio"/> iReady	< 495			
	<input type="radio"/> Fall AIR	< 700			

Grade Level Expectations	Other Assessment Data	Reading Behaviors and Areas for Growth
<p><b>Beginning of the Year</b> 09/28/2020</p> <p>Benchmark: ---</p> <p>Benchmark: 03: DRA   28-30</p> <p>Other Benchmark:</p>	<p>Green Freddie, level 20 Comp: 20; Eng: 7; Flu: 15</p>	<p>With support, compares and contrasts characters or events in a story and draws conclusions or makes inferences in literary or info. texts; with support, identifies the main idea or topic.</p>
<p><b>Middle of the Year</b> 01/12/2021</p> <p>Benchmark: 03: i-Ready   511-544</p> <p>Benchmark: 03: DRA   34</p> <p>Other Benchmark:</p>	<p>i-Ready: 455</p> <p>Missing Sneakers, level 28 Comp: 23; Eng: 6; Flu: 14</p> <p>OST ELA: 40 (45)</p>	<p>Uses details to describe the characters, setting, or events; identifies who is telling the story; draws conclusions or makes inferences in texts that are at independent reading levels.</p>
<p><b>End of the Year</b> 05/20/2021</p> <p>Benchmark: 03: i-Ready   545-602</p> <p>Benchmark: 03: DRA   38</p> <p>Other Benchmark:</p>	<p>i-Ready: 510</p> <p>Summer Discovery, level 34 Comp: 25; Eng: 6; Flu: 13</p>	<p>Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in independent and instructional level literary or informational text.</p>

**Reading Improvement and Monitoring Plan**

Students have 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**

<p>Areas of identified need:</p> <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Vocabulary <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Comprehension-Literature <input type="checkbox"/> Comprehension-Informational Text <input type="checkbox"/> Other:	<p>Describe intervention strategy targeting the identified area(s) of need:</p> <p><b>Instructional Strategy:</b></p> <p>Model how to learn about characters in a story by noticing what they do and say, and how they look in illustrations. Demonstrate how to describe settings and major events by referring to details in the text and pictures.</p> <p>Context: <input checked="" type="checkbox"/> Small group  <input type="checkbox"/> Individual</p>	<p><b>Progress Monitoring Tool:</b></p> <p>Running Records                  i-Ready</p> <p><b>Frequency of progress monitoring:</b></p> <p><input checked="" type="radio"/> 2 weeks  <input type="radio"/> Other:</p>
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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.

<p><b>Review Date</b></p> <p>11/05/2020</p>	<p>Describe impact of intervention and indicate any changes needed to the intervention:</p> <p>Ronald provides a physical description of the characters and is beginning to provide a description of character traits. When he provides a retell of the story, events are not always in sequential order. Through weekly running records, Ronald has increased reading accuracy and fluency and is now at an instructional level 24. He reads in some short phrases and is using expression to reflect the mood of the characters and story events. Ronald's i-Ready diagnostic score is 479, placing him at a 2nd grade level. He has begun his online instruction. Ronald's Growth Monitoring assessment results to date are 481 (10/5/20), and 477 (11/2/20).</p>
<p><b>Outcome:</b></p> <p><input type="radio"/> Satisfactory  <input checked="" type="radio"/> Progressing  <input type="radio"/> Unsatisfactory</p>	

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

<p>Areas of identified need:</p> <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Vocabulary <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension-Literature <input checked="" type="checkbox"/> Comprehension-Informational Text <input type="checkbox"/> Other:	<p>Describe intervention strategy targeting the identified area(s) of need:</p> <p><b>Instructional Strategy:</b></p> <p>Model and practice identifying the most important points and key details in 2 texts on the same topic. Compare and contrast the information presented using signal words (both, same, but, unlike, etc.) and using graphic organizers.</p> <p>Context: <input checked="" type="checkbox"/> Small group  <input type="checkbox"/> Individual</p>	<p><b>Progress Monitoring Tool:</b></p> <p>Running Records                  i-Ready</p> <p><b>Frequency of progress monitoring:</b></p> <p><input checked="" type="radio"/> 2 weeks  <input type="radio"/> Other:</p>
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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.

<p><b>Review Date</b></p> <p>02/16/2021</p>	<p>Describe impact of intervention and indicate any changes needed to the intervention:</p> <p>Ronald demonstrates basic understanding of the important points in a text. During small group, we will continue to focus on comparing and contrasting 2 texts on the same topic. Now that Ronald is decoding and reading more accurately, he needs to slow down the speed at which he reads so that he can think about and better understand the text. He is now working at an instructional level 30. Ronald's i-Ready growth monitoring scores have been inconsistent due to his many absences from school. His scores for this period were 471 (12/3/20), 455 (1/12/21), 477 (2/12/21).</p>
<p><b>Outcome:</b></p> <p><input type="radio"/> Satisfactory  <input type="radio"/> Progressing  <input checked="" type="radio"/> Unsatisfactory</p>	

**Reading Improvement and Monitoring Plan**

Students have 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**

<p>Areas of identified need:</p> <p><input type="checkbox"/> Phonological Awareness</p> <p><input type="checkbox"/> Phonics</p> <p><input type="checkbox"/> Vocabulary</p> <p><input type="checkbox"/> Fluency</p> <p><input checked="" type="checkbox"/> Comprehension-Literature</p> <p><input checked="" type="checkbox"/> Comprehension-Informational Text</p> <p><input type="checkbox"/> Other:</p>	<p>Describe intervention strategy targeting the identified area(s) of need:</p> <p><b>Instructional Strategy:</b></p> <p>Model how to notice important details in the text. Highlight or underline important details that provide evidence to support conclusions. Use graphic organizers to record important details and evidence.</p> <p>Context: <input checked="" type="checkbox"/> Small group <input type="checkbox"/> Individual</p>	<p><b>Progress Monitoring Tool:</b></p> <p>Running Records i-Ready</p> <p><b>Frequency of progress monitoring:</b></p> <p><input checked="" type="radio"/> 2 weeks <input type="radio"/> Other:</p>
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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.

<p>Review Date</p> <p>05/21/2021</p>	<p>Describe impact of intervention and indicate any changes needed to the intervention:</p>
<p>Outcome:</p> <p><input type="radio"/> Satisfactory</p> <p><input checked="" type="radio"/> Progressing</p> <p><input type="radio"/> Unsatisfactory</p>	<p>Ronald draws a conclusion to demonstrate basic understanding of the story but does not consistently provide evidence from the text to support conclusions. Ronald has a greater understanding of key words in the text and of using context clues to understand words. He will need to continue working on finding information in text features. Ronald's end of year reading level is 34, still slightly below the grade level expectation. Ronald's i-Ready Growth Monitoring scores have improved with his improved attendance: 483 (3/12/21), 489 (4/09/21), 497 (5/07/21).</p>

**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:

<p>Start Date:</p> <p>10/08/2020</p>	<p>Leveled Literacy Intervention provided by Primary Literacy Specialist</p>	<p>End Date:</p> <p>05/15/2021</p>	<p>Provider Name:</p> <p>Mrs. Joy Specialist</p> <p>Frequency:</p> <p>Daily</p>
<p>Start Date:</p> <p>01/14/2021</p>	<p>ELO Tutoring- Reading Trends Intervention materials</p>	<p>End Date:</p> <p>03/19/2021</p>	<p>Provider Name:</p> <p>Mr. Joe Schoolcraft</p> <p>Frequency:</p> <p>2 days a week</p>
<p>Start Date:</p>		<p>End Date:</p>	<p>Provider Name:</p> <p>Frequency:</p>
<p>Start Date:</p>		<p>End Date:</p>	<p>Provider Name:</p> <p>Frequency:</p>

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

[Empty text 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)\*\*

I meet at least one of the following criteria to provide reading services:

- a) I hold a reading endorsement that appears on the license as #059902
- b) I have a master's degree with a major in reading or literacy
- c) I have passed the Praxis 5203 Exam
- d) I have been rated "most effective" for reading instruction consecutively for the most recent two years based on assessment of student growth measures
- e) I am rated "above expected value-added" in reading instruction as determined by criteria established by the Department for the most recent consecutive two years
- f) I hold an educator license for teaching grades Pre-K - 3 or grades 4-9 issued on or after July 1, 2017.
- 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)

**\*\*During the 2020-2021 school year, the Third Grade Reading Guarantee teacher qualification requirements to teach third grade students with reading improvement and monitoring plans (RIMPs) and retained third grade students have been suspended. Where possible, the Department recommends that any teacher serving a student on a RIMP who does not meet the requirements should collaborate with a teacher who does meet the requirements to ensure high-quality interventions are being delivered.**

- I hold a TESOL Endorsement (for providing instruction to English Language Learners only )
- I am a speech-language pathologist who holds a license issued by the Board of Speech Language Pathology & Audiology

**OPPORTUNITIES FOR PARENT INVOLVEMENT\***

- Reading at home nightly for 20 minutes (at child's independent reading level)
- Practice Repeated Readings for Fluency Literacy
- Attend mutually agreed upon meetings
- Other
- 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 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.

**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.

Mr. & Mrs. Weasley		11/06/2020
Parent/Guardian	Signature	Date
Professor A. Dumbledore		11/06/2020
Teacher of Record	Signature	Date
Teacher providing services (if not Teacher of Record)	Signature	Date
Mrs. Jolly Principal		11/06/2020
Principal or Designee	Signature	Date

**Parent / Guardian Contact Log**

Parent/Guardian	Contact Method	Date	Time	Outcome (spoke with parent, left voicemail, etc.)
Mom	Virtual Meeting	10/08/2020	3:30pm	Spoke with Mom to let her know not on track status and invite to RIMP conference.
Dad	Phone Call	10/28/2020	8:30am	Conference held to review diagnostic results and to collaboratively develop RIMP.
Mom & Dad	Virtual Meeting	11/19/2020	5:15pm	P/T Conferences: reviewed completed RIMP, parent signature obtained, shared activities and strategies to use at home.
Mom	Phone Call	12/02/2020	10:45am	Spoke with Mom to update on progress and discuss prep for OST. ELO and Saturday Academy opportunities.
Mom & Dad	Virtual Meeting	01/26/2021	5:45pm	P/T Conferences: reviewed progress, testing dates, recent absences.
Mom	Phone Call	03/02/2021	12:45pm	Thanked Mom for their support, reminder of testing schedule.
Dad	Face to Face	04/02/2021	3:30pm	Discussed Summer opportunities to maintain progress made: District Summer School, neighborhood and library programs.