2018-2019 READING IMPROVEMENT AND MONITORING PLAN

School: Columbus City Elementary School   Date: 09/05/2018   StudentÁD: 1234567

Student: Jane Doe Student   Date of Birth: 02/19/2010   Grade: 03

Teacher: Mrs. Merry Teacher

Previously Retained: Yes ◯   No ◉   Referred for MTSS/IAT: Yes ◉   No ◯

Previously on a RIMP: Yes ◉   No ◯   Exempt from retention: 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 (Results of Diagnostic Assessment administered by September 30)

Assessment Date: 09/12/2018   Status: On Track ◯   Not On Track ◉

Grade	Assessment	Grade Level Expectation	Score	Comments
K	◯ KRA (L/L)	263		Jane Student is currently not on track for reading. The MAP diagnostic assessment has identified reading deficiencies in the areas of Informational and Literary Text.
K	◯ MAP Primary (after 11/1 or repeating grade K)	132		
1	◯ MAP Primary	151	170	
2	◯ MAP Primary	170		
3	◉ MAP Grade 3	181		
3	◯ Fall Air	700		

Time Frame / Date	Benchmark & Grade Level Expectation	Benchmark & Other Assessment Data	Reading Behaviors and Areas for Growth
Beginning of the Year 09/27/2018	☐BAS ☑i-Ready ☑DRA 2 ☐Other Grade Level Expectation 28	Green Freddie, level 20 Comprehension: 20; Engagement: 7; Fluency: 15 i-Ready: 479	Includes most of the important events from the beginning, middle, and end. Refers to characters using appropriate pronouns, includes at least 1 detail. (DRA2, BLM p. 140)
Middle of the Year 01/09/2019	☐BAS ☑i-Ready ☑DRA 2 ☑Other Grade Level Expectation 34 OST, MAP	Missing Sneakers, level 28 Comprehension: 23; Engagement: 6; Fluency: 14 i-Ready: 455 Ohio's State Test ELA: 40 MAP (1/11/19): 180	Expression reflects mood but some short phrases. Reasonable predictions beyond the text. Basic understanding of key words. Includes supporting details. (DRA2, BLM p. 200)
End of the Year 05/20/2019	☐BAS ☑i-Ready ☑DRA 2 ☑Other Grade Level Expectation 38 MAP	Summer Discovery, level 34 Comprehension: 25; Engagement: 6; Fluency: 13 i-Ready: 510 MAP (4/27/19): 189	Expression reflects mood and pace. Detailed description of each character given. Summary in own language. (DRA2, BLM p. 227)

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

Areas of identified need:	Describe intervention strategy targeting the identified area(s) of need:	Progress Monitoring Tool:
☐ Phonological Awareness	Context: ☑ Small group ☐ Individual	Running Records i-Ready
☐ Phonics	**Instructional Strategy:**	
☐ Vocabulary	Highlight words and phrases in a story to identify information about the characters, settings, or events. Model how to retell the important events in the plot and to identify the problem faced by the main character.	**Frequency of progress monitoring:**
☐ Fluency		◯ 2 weeks
☑ Comprehension		◉ 4 weeks
☑ Literature		◯ 6 weeks
☐ Informational Text		◯ Other:
☐ 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, consider adjustments to the intervention.

Review Date	Describe impact of intervention and indicate any changes needed to the intervention:
11/01/2018	Jane provides a physical description of the characters and is beginning to provide a description of character traits. When she provides a retell of the story, events are not always in sequential order. Through weekly running records, Jane has increased reading accuracy and fluency and is now at an instructional level 24. She reads in some short phrases but is using expression to reflect the mood of the characters and story events. Jane's i-Ready diagnostic score is 479, placing her at a 2nd grade level. She has begun her online instruction. Jane's Growth Monitoring assessment results to date are 481 (10/4/18), and 477 (11/1/18).
Outcome: ◯ _Satisfactory_ ◉ _Progressing_ ◯ _Unsatisfactory_	

Interventions and Progress Monitoring - December - February

Areas of identified need:	Describe intervention strategy targeting the identified area(s) of need:	Progress Monitoring Tool:
☐ Phonological Awareness	Context: ☑ Small group ☐ Individual	Running Records i-Ready
☐ Phonics	**Instructional Strategy:**	
☐ Vocabulary	Model using different definitions of a word in context. Discuss which definition makes the most sense in the passage. Help student use context clues to determine the correct meanings of words with multiple definitions.	**Frequency of progress monitoring:**
☐ Fluency		◯ 2 weeks
☑ Comprehension		◉ 4 weeks
☐ Literature		◯ 6 weeks
☑ Informational Text		◯ Other:
☐ 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, consider adjustments to the intervention.

Review Date	Describe impact of intervention and indicate any changes needed to the intervention:
02/05/2019	Jane demonstrates basic understanding of the key words in a text. During small group, we will continue to focus on using context clues to understand words that have multiple meanings. Now that Jane's reading is beginning to improve, she needs to slow down the speed at which she reads so that she can think about and better understand the text. She is now working at an instructional level 30. Jane's i-Ready growth monitoring scores have been inconsistent due to her many absences from school. Her scores for this period were 471 (12/3/18), 455 (1/7/18), 477 (2/12/19)
Outcome: ◯ _Satisfactory_ ◯ _Progressing_ ◉ _Unsatisfactory_	

Student ID# 1234567   Student Name: Jane Doe Student

Reading Improvement and Monitoring Plan

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Interventions and Progress Monitoring - March - May

Areas of identified need:	Describe intervention strategy targeting the identified area(s) of need:	Progress Monitoring Tool:
☐ Phonological Awareness ☐ Phonics ☐ Vocabulary ☐ Fluency ☑ Comprehension 　☑ Literature 　☑ Informational Text ☐ Other:	Context: ☑ Small group ☐ Individual **Instructional Strategy:** Use graphic organizers to model how to use information from the passage to draw a conclusion, combining information we already know with new information we learn. Highlight words and phrases in the story to identify information about the topic. Use text features to find information.	Running Record i-Ready **Frequency of progress monitoring:** ○ 2 weeks ● 4 weeks ○ 6 weeks ○ 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, consider adjustments to the intervention.

Review Date	Describe impact of intervention and indicate any changes needed to the intervention:
05/23/2019 Outcome: ○ *Satisfactory* ● *Progressing* ○ *Unsatisfactory*	Jane draws a conclusion to demonstrate basic understanding of the story but does not consistently provide evidence from the text to support conclusions. Jane has a greater understanding of key words in the text and of using context clues to understand words. She will need to continue working on finding information in text features. Jane's end of year reading level is 34, still slightly below the grade level expectation. Jane's i-Ready Growth Monitoring scores have improved with her improved attendance: 483 (3/13/19), 489 (4/10/19), 497 (5/8/19). Her end of year i-Ready diagnostic score was 510 (5/20/19).

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:	Leveled Literacy Intervention (LLI)	End Date:	Provider Name: Mrs. Joy Tutor
10/08/2018			Frequency: daily

Start Date:	ELO Tutoring	End Date:	Provider Name: Mr. Joe Schoolcraft
01/14/2019		03/22/2019	Frequency: 2 days/week after school

Start Date:	Saturday Super Reader Academy	End Date:	Provider Name: District Initiative
03/02/2019		03/23/2019	Frequency: 1 day/week

Start Date:		End Date:	Provider Name:
			Frequency:

Teacher Qualifications for Third Grade Teachers

The information below pertains to the teacher providing reading guarantee services. Please check all that apply.

A) Are you the Teacher of Record?   ⦿ Yes   ◯ No

- If no, list the Teacher of Record here:
- By checking this box,☐ I confirm that I am providing reading guarantee services as approved by the Principal and Teacher of Record.

B) 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.

C) ☐ 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.

D) ☐ I hold a TESOL Endorsement* (for providing instruction to English Language Learners only)

E) ☐ I am a speech-language pathologist who holds a license issued by the Board of Speech-Language Pathology & Audiology

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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 Readings for Fluency Literacy

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

☐ Attend mutually agreed upon meetings

☑ Other Attend after-school homework help at the library and at the neighborhood church.

*Parent selected

PARENT/GUARDIAN COMMENTS/CONCERNS

Mom and Dad are concerned that Jane will be retained. They are willing to take her to after-school homework programs available in the neighborhood. The also agree to attend district family engagement events for additional information and resources to use at home. Jane has a library card and they will encourage her 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. Student   11/07/2018

| Parent/Guardian | Signature | Date |

Mrs. Merry Teacher   11/07/2018

| Teacher of Record | Signature | Date |

| Teacher providing services (if not Teacher of Record) | Signature | Date |

Mrs. Principal   11/09/2018

| Principal or Designee | Signature | Date |

Parent / Guardian Contact Log

Parent/Guardian	Contact Method	Date	Time	Outcome (spoke with parent, left voicemail, etc.)
Mr. Student	face to face	10/03/2018	3:30	Spoke with Mom to let her know a RIMP will be created and invited her input, Jane starting LLI next week
Mrs. Student	phone call	11/01/2018	12:30	Spoke with Dad to schedule a conference, reminder about RIMP, requested input
Mr. and Mrs. Student	face to face	11/07/2018	5:15	P/T conferences: reviewed data and RIMP, completed RIMP with parent input
Mrs. Student	phone call	01/07/2019	10:45	Spoke with Mom to update on progress and discuss prep for OST - ELO and Saturday Academy opportunities
Mr. and Mrs. Student	face to face	02/12/2019	5:45	P/T conferences: reviewed progress, testing dates, registration for Saturday Academy
Mrs. Student	phone call	03/21/2019	12:45	Thanked Mom for their support, reminder of testing schedule
Mr. Student	face to face	05/29/2019	3:30	Discussed Summer opportunities to maintain progress made - district Summer school, neighborhood and library programs