

# INDIVIDUAL READING PLAN GRADES K-5

Mandated by section 10-265g of the C.G.S. – By law, this plan accompanies the student to each grade level until reading proficiency is attained.

## PART 1: CONTINUOUS ASSESSMENT RESULTS

STUDENT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_ TEACHER: \_\_\_\_\_

RETAINED (Y/N): \_\_\_\_\_ IF YES, GRADE: \_\_\_\_\_ IEP (Y/N): \_\_\_\_\_

TEAM COMPLETING PLAN: \_\_\_\_\_

PRINCIPAL'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

Assessment	School Year	Grade	Beginning of Year			Middle of Year			End of Year		
			Substantially Deficient	Proficient & Above	Score	Substantially Deficient	Proficient & Above	Score	Substantially Deficient	Proficient & Above	Score
		K	(enter cut score here)	(enter cut score here)	(enter results here)	(enter cut score here)	(enter cut score here)	(enter results here)	(enter cut score here)	(enter cut score here)	(enter results here)
		1									
		2									
		3									
									Smarter Balanced ELA	Level 3	(enter results here)
		4									
									Smarter Balanced ELA	Level 3	
		5									
									Smarter Balanced ELA	Level 3	

### **LAS Links: English Language Proficiency Assessment**

<b>Year</b>	<b>Grade</b>	<b>Form</b>	<b>Speaking Level</b>	<b>Listening Level</b>	<b>Reading Level</b>	<b>Writing Level</b>	<b>Overall Level</b>
	K						
	1						
	2						
	3						
	4						
	5						

## **PART 2: FOCUS FOR INSTRUCTION**

### **Considerations for Core/Tier I Reading Instruction**

*(Check items discussed during planning meeting, and that require action.)*

#### **Instruction:**

- ☐ Grade level reading curriculum scope, sequence, and pacing aligned to Connecticut Core Standards to ensure consistent progression over each school year
- ☐ Foundational skills: concepts of print, phonological awareness, phonics and word recognition, fluency for reading texts with purpose and understanding
- ☐ Decision-making processes for differentiating instruction based on deficit skills
- ☐ Instructional supports (e.g., explicit instruction, differentiated instruction, pacing, practice opportunities, corrective feedback, positive feedback, fostering student engagement and motivation, scaffolding instruction, flexible grouping)
- ☐ Teacher-led centers, and student centers where students work independently on activities that directly build reading skills
- ☐ Core/Tier I supports for English learners and students with an identified disability

#### **Instructional Materials:**

- ☐ Implementation guides to ensure quality implementation of key instructional activities and critical components of activities
- ☐ Materials and procedures for providing frequent differentiated small group instruction
- ☐ Intervention schedules that will ensure that all students receiving intervention participate in core classroom instruction, and allow for flexible groupings
- ☐ Materials that are motivating and allow students to appreciate, understand, and value their own cultural backgrounds and the cultural backgrounds of others

#### **Assessments:**

- ☐ Assessment outcomes (i.e., percent of students achieving universal screening benchmarks) for determining Tier I effectiveness by grade level
- ☐ Formative assessment process that focuses on the critical components of reading

#### **Classroom Environment:**

- ☐ Behavior supports
- ☐ Classroom arrangement
- ☐ Daily class schedule

### Summary of Interventions

GRADE	DATE OF PLAN	SUMMER SCHOOL (Y/N)	TITLE I (YEAR)	EL/ BILINGUAL (YEAR)	INTERVENTIONS (YEAR AND DESCRIPTION)	OTHER (YEAR AND DESCRIPTION)
K	<i>(enter month, day, year)</i>				<i>(Provide details about the teacher-directed intervention; who provided the intervention; Tier/intensity; delivery; grouping; location; duration; rate of progress and outcomes; did the student reach benchmark)</i>	<i>(Provide additional essential information, e.g., benchmark level sustained, student exited, increased intensity of intervention.)</i>
1						
2						
3						
4						
5						

### **PART 3: DISPOSITION BASED ON STUDENT PROGRESS**

\_\_\_\_\_ Discontinue plan – student is at grade-level reading proficiency

\_\_\_\_\_ Discontinue plan – literacy goals are being met in an IEP

\_\_\_\_\_ Update the current plan (requires new form – update PART 1, continuous assessment results, and complete PART 2, summary of interventions)

\_\_\_\_\_ After school and/or summer reading support, through the school district recommended

\_\_\_\_\_ Other interventions recommended: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_