

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	<i>(enter cut score here)</i>	<i>(enter cut score here)</i>	<i>(enter results here)</i>	<i>(enter cut score here)</i>	<i>(enter cut score here)</i>	<i>(enter results here)</i>	<i>(enter cut score here)</i>	<i>(enter cut score here)</i>	<i>(enter results here)</i>
		1									
		2									
		3									
		4							Smarter Balanced ELA	Level 3	<i>(enter results here)</i>
		5							Smarter Balanced ELA	Level 3	

LAS Links: English Language Proficiency Assessment

Year	Grade	Form	Speaking Level	Listening Level	Reading Level	Writing Level	Overall Level
	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: _____