

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

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: _____