



3rd Grade Individual Reading Improvement Plan

Student Name:		Grade: 3rd
Date of Birth:	School:	EL:
Parent/Guardian		Phone:

Attendance		Retention																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">School Year</th> <th style="width: 50%; padding: 5px;">Days Absent</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> </tbody> </table> <p style="text-align: center; padding: 5px;">List last 2 schools attended and dates:</p> <p>1. _____</p> <p>2. _____</p>	School Year	Days Absent							<p>Instructions: If applicable, indicate grade(s) and school year(s) below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Grade</th> <th style="width: 50%; padding: 5px;">School Year</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> </tbody> </table>		Grade	School Year						
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Academic progress is vital to lifelong success. It is imperative that students maintain adequate academic levels in all subject areas. Your child is currently behind in **reading**. This is based on his/her academic performance on the following assessment tools:

Extensive Screener – Observation Survey

Date	DRA Level	Letter ID	Sound	Concepts about Print	Ohio Word Test	Known Words	Hearing & Recording Sounds
		/54	/26	/24	/20		/37

Indicate reading deficiencies as determined by the assessment:

Initial Screener/Diagnostic Assessment Scale Score

Reading MAP Growth	2 nd Gr 18-19		3 rd Gr 19-20	
Begin-Year RIT Score				
Mid-Year RIT Score				
End-Year RIT Score				
	Score	Description	Score	Description
G1: Foundational Skills Begin-Year Mid-Year End-Year				
G2: Language & Writing Begin-Year Mid-Year End-Year				
G3: Literature & Informational Begin-Year Mid-Year End-Year				
G4: Vocabulary Use & Functions Begin-Year Mid-Year End-Year				

Indicate reading deficiencies as determined by the assessment:

2015 RIT Scale Norms are the most current norms used in NWEA MAP Growth Assessments. These norms allow educators to compare achievement status--and changes in achievement status (growth) between test occasions--to students' performance in the same grade at a comparable stage of the school year.

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

Our goal is to continue working together to improve your child’s achievement in reading. This Individual Reading Plan will remain in effect until your child is performing at grade level in reading. We expect that your child will demonstrate at least one year’s academic growth or more for this school year.

School Support (not all will apply):

Guided Reading with Classroom Teacher	Small Group Intervention 2 to 3 days x week	Small Group Intervention 4 to 5 days x week	1-to-1 Reading Intervention 2 to 3 days x week	1-to-1 Reading Intervention 4 to 5 days x week
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In addition to the above, the district will provide:

- Document ongoing progress monitoring
- Communicate child’s progress regularly with parent(s)
- Provide tools to assist families with literacy, such as reading logs

Parent Support:

- Ensure on time and consistent attendance
- Ensure child completes homework nightly. Your child should have a regular study place and time to do his/her work
- Ensure child reads every night for at least 20 minutes and completes a reading log
- Attend educational parent meetings regarding the Read At Home Plan and strategies for supporting child’s reading development

Student Commitment:

- Be on time and attend school regularly
- Complete classwork and homework to the best of my ability and on-time
- Read every night for at least 20 minutes and complete a reading log

At-Home Support

Describe the strategies recommended for parents/families to use in assisting the student to achieve reading competency:

Parent Read-at-Home Plan Received

Parent Initial: _____ Date: _____

If your child does not achieve grade level reading proficiency by the end of 3rd grade, he/she may be at risk of retention.

Student Signature

Date

Parent Signature

Date

Teacher Signature

Date