

LCSD#2 Individual Reading Plan

Student Name:	Teacher:	Grade:
Parent/Guardian:		Phone:

Section A: Data

Determination of the students specific reading skill deficiencies identified by screening and diagnostic assessment data.
(Screening identifies skill deficits. Diagnostic data provides detailed information about those skills deficits that can be used to group students and inform instruction)

Screeners

Measure	Skill	1 st Screening	2 nd Screening	3 rd Screening
early Reading Composite Score (K-1)	Phonics/Phonemic Aw			
Letter Naming Fluency (K)	Letter Recognition			
Letter Sound Fluency (K)	Sound Recognition			
Onset Sound Fluency (K)	Phonemic Awareness			
Word Segmenting Fluency (K-1)	Phonemic Awareness			
Nonsense Word Fluency (K-1)	Phonics			
Sight Words (K-1)	Fluency			
Sentence Reading (1)	Fluency			
CBM: Oral Reading Fluency: WCPM (1-3)	Fluency			
CBM: Oral Reading Fluency: Retell (1-3)	Comprehension			
CBM: Oral Reading Fluency: Questions (1-3)	Comprehension			
aReading (2-3 optional / 4-6 required)	Comprehension			
AUTOReading (2-3 required / 4-6 optional)	Fluency			
PAST	Phonemic Awareness			
Spelling Inventory	Phonics			

3-6 WYTOPP

Third	Fourth	Fifth	Sixth

Attendance

	K	First	Second	Third	Fourth	Fifth	Sixth
Absent							
Tardies							

Notes (include applicable retention information):

Section B: Tier One Reading

The evidence-based core curriculum and intervention teacher(s) will use to provide reading instruction and intervention support.

Evidence-Based Program:

Frequency:

Teacher Implementing Instruction:

Minutes/Day:

Does the core reading program provide:

☐ Guidance about explicit Instruction?☐ A clear scope and sequence?☐ Pacing guides?☐ Sufficient initial and distributed practice materials?☐ Research data demonstrating that the program is valid and reliable?

Additional Supplemental Materials or Programs:

Indicate the areas addressed by the core reading program:

☐ Phonological Awareness☐ Phonics☐ Fluency☐ Vocabulary☐ Comprehension**Section C: Tier Two and Tier Three Reading**

The evidence-based intervention curriculum teacher(s) will use to provide reading instruction and intervention support.

Evidence-Based Program(s) Used:

Teacher(s) Implementing Instruction:

Specific Teacher Training:

Target deficit areas addressed by the intervention(s):

☐ Phonological Awareness☐ Phonics☐ Fluency☐ Vocabulary☐ Comprehension

Section D: Intervention Effectiveness Review			
Intervention Cycle 1			
Evidence-based Intervention:		Frequency:	
Start Date:		Review Date:	
How will progress be monitored?			
☐ Adequate Progress was made; intervention was/is successful in meeting student's needs. ☐ continue with current programming. ☐ student is no longer in need of an individualized plan.	☐ Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: ☐ programming ☐ intensity ☐ grouping	☐ Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: ☐ programming ☐ intensity ☐ grouping ☐ Recommend Referral?	☐ Student is in the referral process. ☐ Student now has an IEP; see that document for further information on intervention and progress.
Additional Notes:			
Intervention Cycle 2			
Evidence-based Intervention:		Frequency:	
Start Date:		Review Date:	
How will progress be monitored?			
☐ Adequate Progress was made; intervention was/is successful in meeting student's needs. ☐ continue with current programming. ☐ student is no longer in need of an individualized plan.	☐ Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: ☐ programming ☐ intensity ☐ grouping	☐ Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: ☐ programming ☐ intensity ☐ grouping ☐ Recommend Referral?	☐ Student is in the referral process. ☐ Student now has an IEP; see that document for further information on intervention and progress.
Additional Notes:			

Intervention Cycle 3

Evidence-based Intervention:	Frequency:
Start Date:	Review Date:
How will progress be monitored?	

☐ Adequate Progress was made; intervention was/is successful in meeting student's needs. ☐ continue with current programming. ☐ student is no longer in need of an individualized plan.	☐ Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: ☐ programming ☐ intensity ☐ grouping	☐ Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: ☐ programming ☐ intensity ☐ grouping ☐ Recommend Referral?	☐ Student is in the referral process. ☐ Student now has an IEP; see that document for further information on intervention and progress.
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Additional Notes:

Intervention Cycle 4

Evidence-based Intervention:	Frequency:
Start Date:	Review Date:
How will progress be monitored?	

☐ Adequate Progress was made; intervention was/is successful in meeting student's needs. ☐ continue with current programming. ☐ student is no longer in need of an individualized plan.	☐ Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: ☐ programming ☐ intensity ☐ grouping	☐ Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: ☐ programming ☐ intensity ☐ grouping ☐ Recommend Referral?	☐ Student is in the referral process. ☐ Student now has an IEP; see that document for further information on intervention and progress.
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Additional Notes:

Intervention Cycle 5

Evidence-based Intervention:		Frequency:	
Start Date:		Review Date:	
How will progress be monitored?			
☐ Adequate Progress was made; intervention was/is successful in meeting student's needs. ☐ continue with current programming. ☐ student is no longer in need of an individualized plan.	☐ Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: ☐ programming ☐ intensity ☐ grouping	☐ Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: ☐ programming ☐ intensity ☐ grouping ☐ Recommend Referral?	☐ Student is in the referral process. ☐ Student now has an IEP; see that document for further information on intervention and progress.

Additional Notes:

Intervention Cycle 6

Evidence-based Intervention:		Frequency:	
Start Date:		Review Date:	
How will progress be monitored?			
☐ Adequate Progress was made; intervention was/is successful in meeting student's needs. ☐ continue with current programming. ☐ student is no longer in need of an individualized plan.	☐ Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: ☐ programming ☐ intensity ☐ grouping	☐ Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: ☐ programming ☐ intensity ☐ grouping ☐ Recommend Referral?	☐ Student is in the referral process. ☐ Student now has an IEP; see that document for further information on intervention and progress.

Additional Notes:

End of September

- ☐ Parent was contacted on
- ☐ In Person ☐ Dojo ☐ Email ☐ Phone Call ☐ Other _____
- ☐ Parent was provided a copy of student's IRP.
- ☐ Parent was provided FastBridge Family report

Additional Communication:

Notes:

End of January

- ☐ Parent was contacted on
- ☐ In Person ☐ Dojo ☐ Email ☐ Phone Call ☐ Other _____
- ☐ Parent was provided a copy of student's IRP
- ☐ Parent was provided FastBridge Family report

Additional Communication:

Notes:

End of March

- ☐ Parent was contacted on
- ☐ In Person ☐ Dojo ☐ Email ☐ Phone Call ☐ Other _____
- ☐ Parent was provided a copy of student's IRP.

Additional Communication:

Notes:

End of School Year

- ☐ Parent was contacted on
- ☐ In Person ☐ Dojo ☐ Email ☐ Phone Call ☐ Other _____
- ☐ Parent was provided a copy of student's IRP.
- ☐ Parent was provided FastBridge Family report

Additional Communication:

