

Student Name:		Grade:	Please Sel • D	Date: Date	
Reading Readiness Universal Screener:	,	Assessment	Score	Percentile	
Aimsweb Plus	P	lease Select -		Percentile	
Diagnostic Assessn *Completed within 10 days of universa	nent il screener*	Results		Next Steps	
Please Select •)	Please Select •	Please Sele	Please Select -	
Please Select •		Please Select •	Please Sele	Please Select -	
instruction focused decodable books the SIPPS Please Sel program proven to structured-literacy a	chowledge eck the box in chonics: This on phoneme at directly pra- ect - Level: help struggling	☐ Fluency/ Decoding ☐ Comprehension to indicate the intervent program is for use with a segmenting, letter or word actice the lesson's phonics Phonics & Fluency: This g readers. The program's astruction through explicit	□ Vocabilition program. small group or 1:1 and identification, sour is skills. s is a research-base systematic scope a routines focused on	ulary and consists of explicit nds, spelling, and reading ed foundational skills	
□ Double Dose Skiller a small group and of feedback in the idea □ Corrective Readin sound-spelling relat progresses into refi skills by reading sto comprehension que	especific: Streensists of directified area for g: Phonics, I gionships explaining word-attactives of increasestions both o	ect instruction, guided and r Literacy Growth that is li Fluency, & Comprehensicitly and systematically a ack skills and is applied to sing length with more conrally and in writing.	n: Select : This is a steed above. ion: This teacher lead shows how to so more difficult words and the	d intervention teaches ound out words. It s. Students apply their en answering	
nonfiction texts that topic is followed by Double Dose Hegg	are designed review mater gerty: Phone	trehension: This 6 leveled to be read in a gradual relial to ensure that students mic Awareness: This into portunities to improve a second	elease model quickl are reading with co ervention consists o	ly and meaningfully. Each omprehension. of modeled teacher	
champios and galax	F				

Weekly Progress Monitor: Select • Monthly Progress Monitor: Select •

Reading Instruction (Check if provided):			
The student receives science-based early reading instruction addressing; phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, differentiated opportunities are provided to meet student's needs.			
Additional Supports and Programs (ex: 504, IEP, etc.): Select > Select Additional if needed > Personal reading plan is aligned to the student's Select >			
Success Criteria: A student can be considered to have successfully completed this personal reading plan if: Goal: Demonstrate average achievement on Aimsweb+ assessments Select - as shown with 3 consecutive data points. 3rd Grade: Score at or above grade level proficiency on State Summative Forward Exam Adequate progress toward grade level standards demonstrated through multiple sources: Select - Sel			
Home Strategies			
Thank you for being an essential partner in your child's learning! As we continue to work together to support your child's literacy development, we wanted to share some simple, hands-on strategies you can use at home. These activities are attached to this document and based on the Science of Reading's five key pillars: phonemic awareness, phonics, fluency, vocabulary, and comprehension.			
Signatures:			
The student's personal reading plan has been reviewed by the teacher, parent(s) or caregiver(s), and building Reading Specialist as indicated by each signature below.			
Parent/Caregiver Signature:			
Classroom Teacher Signature:			
Reading Specialist Signature:			
Notes: Reading Specialist signed digitally.			
10 Week Update Sent: □ Date			
Office Use Only:			
☐ Signed and Filed in Cumulative Folder			