

4-8 Student Reading Plan Guidance

4-8 Student Reading Plan Requirements

Students who receive a Fail/Basic or Fail/Below Basic score on the Reading SOL will be required to have a Student Reading Plan that outlines their literacy goals and the intervention services they will receive. Each year, Reading SOL scores will determine if students receive a Student Reading Plan. Teachers and/or Reading Specialists will use SOL assessment reports, VALLSS reports, and other available data to create the Student Reading Plans.

4-8 Student Reading Plan Template Guidance

Student Information	The Student Information section will include information about the student and the dates of plan development and parent notification/participation. The VLA requires that <i>“the parent of each student shall receive notice before services begin and a copy of the student reading plan.”</i>															
School Support	The School Support section will name, identify the role of, and provide contact information for all staff members who work with the student and share responsibility for the implementation of the Student Reading Plan. This section includes classroom or content area teachers and those providing support services, such as special education teachers, EL teachers, etc.															
Subtest Information	<table border="1" data-bbox="440 825 1498 1171"> <thead> <tr> <th>Area of Need</th> <th>VALLSS: 4-8 Subtest(s)</th> <th>VA Reading SOL Strand(s)</th> </tr> </thead> <tbody> <tr> <td>Phonics/Word Analysis</td> <td>Word Reading; Nonsense Word Reading; Spelling; Letter Sounds, Phoneme Segmenting</td> <td>Foundations for Reading (K-5)</td> </tr> <tr> <td>Fluency</td> <td>Oral Reading Fluency</td> <td>Developing Skilled Readers and Building Reading Stamina (K-12)</td> </tr> <tr> <td>Vocabulary/Morphology</td> <td>Morphology</td> <td>Reading and Vocabulary (K-12)</td> </tr> <tr> <td>Comprehension</td> <td>Sentence Comprehension; Passage Comprehension</td> <td>Reading Literary Text (K-12) Reading Informational Text (K-12)</td> </tr> </tbody> </table> <p>This chart shows the alignment between instructional area(s) of need, VALLSS Subtests, and corresponding SOL strands. VALLSS data can be used to identify underlying areas of difficulty that impact student performance on Reading Standards of Learning.</p>	Area of Need	VALLSS: 4-8 Subtest(s)	VA Reading SOL Strand(s)	Phonics/Word Analysis	Word Reading; Nonsense Word Reading; Spelling; Letter Sounds, Phoneme Segmenting	Foundations for Reading (K-5)	Fluency	Oral Reading Fluency	Developing Skilled Readers and Building Reading Stamina (K-12)	Vocabulary/Morphology	Morphology	Reading and Vocabulary (K-12)	Comprehension	Sentence Comprehension; Passage Comprehension	Reading Literary Text (K-12) Reading Informational Text (K-12)
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Area(s) of Identified Need	In this section, indicate the area(s) of identified need determined by assessment data that informed the development of the Student Reading Plan. This could include SOL assessment reports, VALLSS reports, and other available data that were used to determine areas of student need.															
Student Reading Goal and Instructional Targets	<p>The VLA requires that Student Reading Plans include <i>“the goals and benchmarks for student growth in reading.”</i> Divisions will have autonomy around goal writing, instructional targets, and aligned measures for tracking student progress on Student Reading Plans.</p> <p>The student reading plan goal statement section of the Student Reading Plan template includes an overarching Reading Goal and the Instructional Target(s) that support growth towards this goal. A sample goal statement for 4-8 could read: Student A will demonstrate improved proficiency in reading grade-level complex text as measured by assessments and tasks. The Instructional Target(s) listed below the goal should align to one or more of the identified areas(s) of need based on student data and support growth toward the overarching goal. Collaborate with your division literacy coach for support with developing instructional targets aligned to student needs.</p>															

Intervention Plan	In this section, document the “ <i>reading intervention services</i> ” the student will receive including the instructional target area(s) addressed by the board-approved intervention curriculum, delivery method, location, dosage/frequency, and person(s) delivering the instruction. The law states that intervention services “ <i>may include the following services for the student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or classroom teacher with support from an aide, extended instructional time in the school day or school year, or additional literacy class (6-8).</i> ” Note: Students with a Student Reading Plan must be provided with intervention using a Board-approved intervention curriculum in at least one target area identified on their Student Reading Plan. Areas of identified need and instructional targets should also be addressed with “ <i>evidence-based literacy instruction</i> ” provided by staff identified as supporting the implementation of this plan. Collaborate with your division literacy coach for support with planning interventions and evidenced-based literacy instruction aligned to student needs.
Monitoring Progress: Measures	In this section, describe the specific measures for evaluating and monitoring the student’s progress (e.g., curriculum-based assessments, fluency check, word reading inventory, reading rubric, observation, etc.) including frequency of and person(s) responsible for tracking growth towards the goal and/or instructional targets. The VLA requires that plans include “ <i>a description of the specific measures that will be used to evaluate and monitor the student’s reading progress.</i> ”
Monitoring Progress: Next Steps	In this section, describe student response to instruction (including relevant assessment results) and the next steps in the plan. While the VLA does not require a cyclical process of review, it is best practice to update instructional targets to reflect student progress and response to instruction over time.
Family Resources	The VLA requires divisions to provide strategies, resources, and materials to families that will support the student’s reading practice at home. Include how and when the resources will be provided and who is responsible for providing those resources to parents.

Student Reading Plan Division Guidance

Divisions may choose to create their own template if the following components are included as outlined by the Virginia Literacy Act:

Required Components of the VLA Student Reading Plan

<i>(a) the student’s specific, diagnosed reading skill deficiencies as determined or identified by diagnostic assessment data or the literacy screener provided by the Department;</i>
<i>(b) the goals and benchmarks for growth in reading</i>
<i>(c) a description of the specific measures that will be used to evaluate and monitor the student’s reading progress</i>
<i>(d) the specific evidence-based literacy instruction that the student will receive</i>
<i>(e) the strategies, resources, and materials that will be provided to the student’s parent to support the student to make reading progress</i>
<i>(f) any additional services the teacher deems available and appropriate to accelerate the student’s reading skill development</i>
<p><i>May include the following services for the student:</i></p> <ul style="list-style-type: none"> • <i>instruction from a reading specialist, trained aide, computer-based reading tutorial program, or classroom teacher with support from an aide, or</i> • <i>extended instructional time in the school day or the school year</i> • <i>additional literacy class (6-8)</i>