

School Name	Division
Address	City VA ZIP Code
Phone	Fax
Web Address	

Student Reading Plan Grades 4-8

Background information on Tranae:

Tranae, a 7th grader, has been receiving specially designed instruction since he was identified in 3rd grade. He struggles with decoding and encoding words, making reading fluency and comprehension difficult. Despite these challenges, his average listening comprehension allows him to engage in class discussions and understand stories read aloud. As noted in his IEP, Tranae's special education teacher provides targeted, explicit instruction in decoding and encoding strategies using an approved intervention program, infusing multiple strategies to support his code-based skills, including reading and spelling words. ELA and content area teachers support Tranae's needs across his day so their collaboration to implement consistent multisyllabic word reading and vocabulary routines supports Tranae's Student Reading Plan goals.

Student Information

Student Name	Tranae J.	Grade	7
Student ID	123456	Date of Plan Development	10/6/25
Prior Year SOL Performance Level	6th Grade Reading SOL: 324 (Fail/Below Basic)	Other SOL/VGA Score(s): Reading SOL score history, other content area SOL scores, and/or Reading Virginia Growth Assessment score history	Reading SOL History: 5th: 316 (Fail/Below Basic) 4th: 330 (Fail/Basic) 3rd: 348 (Fail/Basic)
Parent/Guardian(s)	Michael and Sheri J.	Date of Parent/Guardian(s) Notification	9/29/25

School Support

The following staff members will support the implementation of this plan. Include all classroom or content area teachers and those providing support services, such as special education teachers, EL teachers, reading specialists, etc.

Staff Member	Role	Email/Contact Information
DS	ELA Teacher	Name@schooldistrict.edu
JM	Reading Specialist	Name@schooldistrict.edu
EW	Special Education Teacher	Name@schooldistrict.edu
AB	Science Teacher	Name@schooldistrict.edu
MH	Social Science Teacher	Name@schooldistrict.edu
JP	Mathematics Teacher	Name@schooldistrict.edu

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)

Area(s) of Identified Need

Based on the assessment information, the student has the following area(s) of identified need:

Phonics/Word Analysis Fluency Vocabulary/Morphology Comprehension

Provide the assessment details for areas of identified need (assessment tool, scores, etc.):

VALLSS: 4-8 Subtest Data

Oral Reading Fluency: 78 WCPM* (ORF score is between the 1st and 25th percentile)

Spelling: Well-Below*

Word Reading: Well-Below*

Nonsense Word Reading: Well-Below*

Morphology: Adequate

Sentence Comprehension: Adequate

*Example includes VALLSS and one additional assessment, but this section should include multiple relevant data sources (SOL, curriculum-based, diagnostic, and intervention assessments, etc.).

XXX Reading Assessment Data*

Overall Score: 954 (this score is in the 8th percentile)

Student Reading Goal and Instructional Targets

Student Reading Plan Goal Statement

Describe the anticipated outcome the student will reach by implementing the Student Reading Plan:

By the end of the school year, Tranae will demonstrate improved proficiency in reading grade-level complex text as measured by [an assessment or task; see examples below].

Examples (not limited to):

- ...passing the Reading SOL with a minimum score of XXX.
- ...scoring at least XX% on quarterly division-created benchmark assessments.
- ...scoring at least XX% on curriculum-based assessments.
- ...scoring at least XX% on content mastery assessments.

Instructional Targets (to support growth toward the Goal)

Instructional Target	Tranae will demonstrate improved proficiency in phonics by accurately reading and spelling words with target skills [identify target skills] from the division-selected, board-approved intervention program with at least XX% accuracy.
Instructional Target	Tranae will demonstrate improved proficiency in fluency by reading text from the division-selected, board-approved intervention program with a rate of at least XXX words correct per minute.
Instructional Target	Tranae will demonstrate improved comprehension of increasingly complex texts as measured by a proficiency rate of at least XX% on ELA curriculum unit comprehension assessments.

Intervention Plan

Approved reading intervention(s) the student will receive: Tranae will receive instruction from a VBOE-approved intervention program.

Date intervention services begin: 10/13/25

Describe additional details of the intervention including the Instructional Targets addressed, delivery method, location, dosage/frequency, and person(s) delivering the intervention:

Tranae will participate in an approved intervention program utilizing explicit and systematic phonics instruction during a flex block facilitated by a special education teacher 30 minutes per day, 5 times per week. For additional information, see Tranae's IEP.

Monitoring Progress

Measures

Describe 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 and person(s) responsible:

Tranae's progress will be measured as follows:

-Targeted phonics patterns will be monitored bi-weekly by the special education teacher using decoding and encoding tools from the approved intervention program.

-Oral reading fluency of text will be collected at least two times per quarter by the special education teacher using text from the VBOE board-approved intervention program.

-Comprehension of increasing complex text will be measured per unit of instruction by the ELA teacher using performance on curriculum-based comprehension tasks aligned with grade-level text.

Next Steps

Describe student response (including assessment results) and next steps in the plan:

[This section will be updated after each quarter to include Tranae's progress for each instructional target. Updating plans is best practice but not required.]

Family Resources

Describe strategies, resources, or materials to support reading practice at home, including how/when resources will be provided and person(s) responsible:

-Tranae's family was provided with his VALLSS Student Summary report and resources from the Literacy Resources for Families and Communities page of the VDOE website that directly relate to his areas of need per the report.

-Family support materials from intervention curriculum are sent home monthly.