

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

## Student Reading Plan Grades 4-8

### Student Information

Student Name	Anthony R.	Grade	5
Student ID	123456	Date of Plan Development	9/22/25
Prior Year SOL Performance Level	4th Grade Reading SOL: 375 (Fail/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: 3rd: 388 (Fail/Basic)
Parent/Guardian(s)	Adrian and Angela R.	Date of Parent/Guardian(s) Notification	9/15/25

### 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
JP	Classroom Teacher	Name@schooldistrict.edu
AB	Reading Specialist	Name@schooldistrict.edu
SM	ESOL Teacher	Name@schooldistrict.edu
AA	After-School Teacher/Tutor	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: 96 WCPM\* (ORF score is between the 26th and 50th percentile)

Spelling: Adequate

Word Reading: Adequate

Morphology: Well-Below\*

Sentence Comprehension: Approaching

\*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 Literacy Assessment Data\*

Overall Score: 310 (well-below benchmark)

ORF Rate: 100 WCPM (slightly below benchmark)

ORF Accuracy: 96% (on track)

Maze: 10 (well below benchmark)

Retell: 1 (low)

## 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, Anthony 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	Anthony will demonstrate improved proficiency in fluent reading of grade-level, curriculum-based text (including rate, accuracy, and prosody) as measured by guidance in the curriculum.
Instructional Target	Anthony will demonstrate improved vocabulary knowledge by applying the meaning of common prefixes, suffixes, and base words, as measured by at least a XX% proficiency rate on the following morphology tasks targeted in computer-based reading tutorial program: prefixes/suffixes, word meaning, and root identification.
Instructional Target	Anthony will demonstrate improved comprehension of grade-level complex texts as measured by correctly replacing at least XX of XX items (XX% accuracy) on a Maze reading comprehension assessment.

## Intervention Plan

**Approved reading intervention(s) the student will receive:** Anthony will receive instruction from a VBOE-approved computer-based intervention program.

Date intervention services begin: 9/29/25

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

Anthony will participate in a weekly 1-hour intervention session delivered after-school using a VBOE-approved intervention program that targets comprehension. He will also receive 20 minutes of daily instruction using a VBOE-approved computer-based reading program embedded within ELA instruction. This will be supported by the classroom teacher during additional time beyond core English instruction.

## 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:

**Anthony's progress will be measured as follows:**

-**Oral Reading Fluency (ORF)** will be measured by the classroom teacher using a grade-level, curriculum-based text every 4 weeks (at least two data collections per quarter).

-**Morphology/Vocabulary** progress will be measured by the classroom teacher using reports from the computer-based reading program. Proficiency rates on targeted tasks from within the program will be collected at least once per quarter.

-**Comprehension** progress will be monitored by the after-school teacher/tutor using resources from the VBOE-approved intervention program once a quarter.

### Next Steps

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

[This section will be updated after each quarter to include Anthony'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:

-An explanation of Anthony's Student Summary report from VALLSS along with resources from the VLP website were shared with parents when discussing the Student Reading Plan.

-Family support materials from curriculum (core, intervention, or ELD) will be sent home weekly.