

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

Student Reading Plan Grades 4-8

Student Information

Student Name	London W.	Grade	7
Student ID	123456	Date of Plan Development	9/25/2025
Prior Year SOL Performance Level	6th Grade Reading SOL: 348 (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: 5th: 336 (Fail/Basic) 4th: 342 (Fail/Basic) 3rd: 365 (Fail/Basic)
Parent/Guardian(s)	Veronica G.	Date of Parent/Guardian(s) Notification	9/19/2025

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
BB	ELA Teacher	Name@schooldistrict.edu
LF	Reading Specialist	Name@schooldistrict.edu
RT	Intervention Teacher	Name@schooldistrict.edu
SS	Science Teacher	Name@schooldistrict.edu
RD	Social Science Teacher	Name@schooldistrict.edu
CH	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: 86 WCPM* (ORF score is between the 1st and 25th percentile)

Spelling: Well Below*

Word Reading: Approaching

Nonsense Word Reading: Well Below*

Morphology: Well Below*

Sentence Comprehension: Well Below*

*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: 320 (well below benchmark)

ORF Rate: 95 WCPM (well below benchmark)

ORF Accuracy: 92% (below benchmark)

Maze: 12 (well below benchmark)

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, London 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	London will demonstrate improved proficiency in phonics (decoding/ encoding multisyllabic and grade-level words) as measured by at least a XX% proficiency rate on the following word reading tasks targeted in computer-based reading tutorial program: [Identify targeted tasks from within the program].
Instructional Target	London will demonstrate improved vocabulary knowledge by accurately answering vocabulary questions related to word meaning and usage with at least XX% accuracy on curriculum-based comprehension measures.
Instructional Target	London will demonstrate improved comprehension of increasingly complex texts as measured by a proficiency rate of at least XX% on curriculum-based comprehension measures using grade-level passages.

Intervention Plan

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

Date intervention services begin: 9/26/25

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

London will participate in the computer-based intervention program on Y-scheduled days during a designated 45-minute intervention course (totaling 90-135 minutes per week) facilitated by an intervention teacher. During part of this intervention time, London will receive teacher-directed lessons from the program that targets word analysis and fluency skills.

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:

London's progress on **word reading** will be measured as follows:

-Phonics progress will be measured by the intervention teacher using reports from the computer-based intervention program. Proficiency rates on targeted tasks from within the program will be collected at least once per quarter.

London's progress on word meaning and usage of key **vocabulary** will be measured as follows:

- Responses to vocabulary questions from curriculum-based comprehension measures will be collected per unit of instruction by the ELA teacher.

London's progress on **comprehension** of increasing complex text will be measured as follows:

- Performance on curriculum-based comprehension tasks aligned with grade-level text will be collected per unit of instruction by the ELA teacher.

Next Steps

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

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

-Resources from the VLP website were shared with parents when discussing the Student Reading Plan.

-The family was invited to the school's family literacy night which will include a workshop on how to support reading at home.