

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

## Student Reading Plan

Consider attaching the VALLSS Student Summary report or including specific scores on subtests that have Instructional Indicators.

### Student Information

|                                  |  |   |  |
|----------------------------------|--|---|--|
| Student Name                     |  | Grade                                   |  |
| Student ID                       |  | Date of Plan Development                |  |
| Participating Parent/Guardian(s) |  | Date of Parent/Guardian(s) Notification |  |

### School Support

The following staff members will support the implementation of this plan.

| Staff Member        | Contact Information |
|---------------------|---------------------|
| Classroom Teacher   |                     |
| Reading Specialist  |                     |
| Other Staff Support |                     |
| Other Staff Support |                     |

### Area(s) of Identified Need

|  |  |
|--|--|
| <b>Based on the assessment information, the student has the following area(s) of need:</b>                   |  |
| Alphabet Knowledge:      Phonemic Awareness:      Decoding/Encoding:      Fluency:      Vocab/Comprehension: |  |
| Literacy Screener  |  |
| Specific assessment subtest(s) that indicates risk in the area(s)  |  |
| Additional assessment(s) (If applicable)   |  |

Laura's *Instructional Indicator* from the Passage Retell subtest is indicated here. While her instructional needs in comprehension are noted, comprehension goals are not included on the Student Reading Plan as her code-based needs are prioritized for intervention.

Below are examples of year-long goals which describe the expected student outcome in the area being targeted.

## Targeted Reading Goal(s)\*

\*The number of targeted reading goals will be determined by the needs identified on VALLSS.

### Area of Targeted Goal #1

Alphabet Knowledge:      Phonemic Awareness:      Decoding/Encoding:      Fluency:      Vocab/Comprehension:

### Goal Statement #1

Describe the anticipated outcome student will reach by the end of the school year. (Target determined by the screener and/or assessments listed above.)

### Describe the objective(s) that will support growth towards Goal #1:

|             |  |
|-------------|--|
| Objective 1 |  |
| Objective 2 |  |
| Objective 3 |  |

**Area of Targeted Goal #2**

Alphabet Knowledge:      Phonemic Awareness:      Decoding/Encoding:      Fluency:      Vocab/Comprehension:

**Goal Statement #2**

Describe the anticipated outcome student will reach by the end of the school year. (Target determined by the screener and/or assessments listed above.)

**Describe the objective(s) that will support growth towards Goal #2:**

|             |  |
|-------------|--|
| Objective 1 |  |
| Objective 2 |  |
| Objective 3 |  |

Divisions may vary the specifics of progress monitoring guidance. Progress monitoring tools may shift over the course of the year to align with instruction.

This yearlong fluency goal was set with an expected growth rate of two words correct per minute per week of intervention. This growth rate is just an example.

### Progress Monitoring Plan

Describe how progress will be monitored (e.g., progress monitoring tool, observation data, fluency quick read, word reading inventory, etc.) including frequency of progress monitoring.

### Targeted Intervention Details

Date Intervention Services Begin:

Identify the evidence-based reading intervention(s) the student will receive.

Describe any additional details of the plan such as the delivery method, location, dosage/frequency, and person(s) responsible for each goal.

### Narrative of Student Progress and Next Steps

Describe student response (may include assessment results) and next steps in plan.

While the reading specialist delivers intervention in the example, additional staff can also provide intervention with the guidance of the reading specialist.

## Additional Consideration for Reading Intervention Services

Describe any additional services that are appropriate to accelerate the student's reading skill development.

## Family Resources

The strategies, resources, or materials listed below may support reading progress at home.