

Student Reading Plans | Frequently Asked Questions

Plan Management and Eligibility

How will we determine who is eligible for a Student Reading Plan?

Students who score in the High-Risk band within *Bands of Risk* on the Virginia Literacy and Language Screening System (VALLSS) assessment will require a Student Reading Plan. Risk bands are determined from code-based subtests only.

How will parents “participate” in the plan?

Parents may provide input into the plan in a variety of ways. Examples include participating in person, providing input over the phone or in writing, or filling out a survey about their student. VLP has provided a parent letter where parents are given a choice of how and if they wish to participate.

Will Student Reading Plans carry over from year to year?

Plans will be created for the current school year and the process will restart starting with the VALLSS screener the following year.

Will students with an IEP also get a Student Reading Plan?

If students with an IEP fall into the High-Risk band within *Bands of Risk* on VALLSS they will need a Student Reading Plan and EIRI intervention. Collaborate with special education teachers overseeing the IEP when determining appropriate supports for the student. See the attached document for specific information on EIRI hours for students with an IEP.

<https://literacy.virginia.edu/sites/g/files/jsddwu1421/files/2025-07/guidance-for-EIRI-IEP.pdf>

Will students who are learning English get a Student Reading Plan?

If students receiving EL services fall into the High-Risk band within *Bands of Risk* on VALLSS, they will need a Student Reading Plan and EIRI intervention. Plan developers can indicate that a student is receiving EL services in the Additional Considerations for Reading Intervention Services section of the plan. Collaborate with EL teachers when determining appropriate supports for the student.

Will retained students automatically be on a plan due to the retention?

Scoring in the High-Risk band within Bands of Risk on VALLSS will be the determining factor for Student Reading Plan eligibility every year.

Will students who have an Instructional Indicator in one or more subtest need a Student Reading Plan?

Students who score in the High-Risk band within Band of Risk require a Student Reading Plan, which is based on the code-based subtests. Students who have Instructional Indicator(s) but do not score in the High-Risk band still need additional instruction in that area.

Are divisions required to use the VLP template?

Student Reading Plans just need to include the following components as indicated by the VLA. Divisions can create their own templates or integrate into learning management systems.

- The student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic assessment data, or the early literacy screener provided or approved by the Department.
- The goals and benchmarks for growth in reading.
- A description of the specific measures that will be used to evaluate and monitor the student's reading progress.
- The specific evidence-based literacy instruction that the student will receive.
- The strategies, resources, and materials that will be provided to the student's parent to support the student to make reading progress.
- Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

Will Student Reading Plans need to be updated throughout the year?

It is best practice to have a process of cyclical review, but updating the plans is not required by the law.

If students score in the High-Risk band within Bands of Risk at the beginning of the year but then score in the Low-Risk or Moderate-Risk band after mid-year VALLSS, will students graduate out of their Student Reading Plan mid-year?

Plans will last all year if students score in the High-Risk band within Bands of Risk in the fall. At mid-year, if students no longer have designation in the high-risk band, they no longer require EIRI services. Schools may decide to continue providing EIRI services for students if they feel it is appropriate for the student's progress. It is the division and school's responsibility to closely monitor students who exit EIRI mid-year to ensure their continued progress.

Can intervention begin before Student Reading Plans have been developed?

Per the Virginia Literacy Act, "parents of each student shall receive notice before services begin and a copy of the student reading plan." Student Reading Plans can be updated at any time based on new student data, teacher, and family input, and resources available to support the student in meeting their goals.

If students were identified in the spring with PALS in 2nd grade and are now a 3rd grader but were not assessed with VALLSS in the fall, will they still need a Student Reading Plan?

Yes, they will need a Student Reading Plan and EIRI intervention. Administering VALLSS is recommended for these students.

Can parents refuse a Student Reading Plan?

If parents wish to decline a Student Reading Plan and intervention services, schools must indicate this in writing and a copy must be kept by the school.

Setting Goals and Objectives

Will there be goals for each area of need identified on the screener?

Divisions will give guidance to determine the number of goals most appropriate for the student. There is not a requirement for a certain number of goals within the law and divisions may want to provide information on prioritizing goals for students who have needs across components. Consider prioritizing goals (within the component areas identified from VALLSS) that reflect essential, teachable skills that improve reading outcomes for students.

What data will be used for goal setting?

This will be determined by division. Consider setting goals with progress monitoring tools, curriculum embedded assessments, rubrics, etc.

How can plan developers determine a proficiency rate for goal setting?

Specific guidance will be determined by divisions but consider setting goals that reflect both ambitious and achievable outcomes for student growth. Teams must determine what is achievable for each student based on need and the intensity of the intervention.

How do I determine the scope and sequence of instruction for a decoding and/or encoding goal?

This will be determined by division but can be based on the scope and sequence of the intervention program being used. The Phonics and Word Analysis strand of the Foundations for Reading and the Spelling Progression section of Foundations for Writing found in the Virginia English Standards of Learning also indicate the end of grade expectations.

Will progress monitoring be tied to each goal or just one?

The specific implementation, frequency, and usage of progress monitoring will be determined by each division to best suit their unique needs and goals.

How long do goals last?

Student Reading Plan goals will typically last all year and will reflect anticipated proficiency for the targeted skill. Plan developers may also choose to write short-term goals if working within a cyclical process of review. This will vary based on division.

How should objectives be written?

Objectives should be the teachable stepping stones toward the goal. These can be written as mini goals with dates of expected achievement or as a description of the instructional response planned for the student. Plan developers are not restricted on how to write objectives as long as the benchmarks for growth towards reading goals are included in this section.