

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

The student featured in this sample is a student with an IEP. However, the plan does not include any details that would identify the student's eligibility for special education as this information is considered confidential.

Student Reading Plan

Student Information

Student Name	Maggie M.	Grade	Kindergarten
Student ID	555555	Date of Plan Development	11/5/2024
Participating Parent/Guardian(s)	AM and JM	Date of Parent/Guardian(s) Notification	11/1/2024

School Support

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

Staff Member		Contact Information
Classroom Teacher	JP	name@schooldistrict.edu
Reading Specialist	AB	name@schooldistrict.edu
Other Staff Support	HB	name@schooldistrict.edu
Other Staff Support		

Area(s) of Identified Need

Based on the assessment information, the student has the following area(s) of need:	
Alphabet Knowledge: <input checked="" type="checkbox"/> Phonemic Awareness: <input checked="" type="checkbox"/> Decoding/Encoding: <input checked="" type="checkbox"/> Fluency: <input type="checkbox"/> Vocab/Comprehension: <input type="checkbox"/>	
Literacy Screener	Virginia Language & Literacy Screener: Kindergarten
Specific assessment subtest(s) that indicates risk in the area(s)	Phoneme Segmenting, Letter Sounds, Real Word Decoding, Pseudoword Decoding
Additional assessment(s) (If applicable)	

This sample Student Reading Plan uses short-term goals which align to specific progress monitoring tools. If short-term goals are used, the Student Reading Plan will likely need to be updated as the student meets the criterion for mastery.

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.)

Maggie will increase her knowledge of the alphabetic principle by demonstrating letter sound correspondence on a letter sound progress monitoring assessment from a score of 12/26 to 26/26 by 11/26/24.

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

Objective 1	To increase knowledge of the alphabetic principle, Maggie will be provided with explicit instruction and guided practice on the most common sounds of letters.
Objective 2	To increase knowledge of the alphabetic principle, Maggie will be provided with explicit instruction and guided practice on letter formation with connection to letter's sound.
Objective 3	To increase knowledge of the alphabetic principle, Maggie will be provided with explicit instruction and guided practice on grapheme-phoneme matching.

The timeline for this goal was determined based on the start date of the VALLSS fall screening window.

These objectives provide examples of teachable stepping-stones towards the targeted goal.

Area of Targeted Goal #2Alphabet 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.)

Maggie will increase the phonemic awareness skill of segmenting on a phoneme segmenting progress monitoring assessment from a score of 3/10 to 10/10 by 11/26/24.

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

Objective 1	To improve segmenting, Maggie will be provided with explicit instruction and guided practice on segmenting two phoneme words.
Objective 2	To improve segmenting, Maggie will be provided with explicit instruction and guided practice on segmenting three phoneme words.
Objective 3	To improve segmenting, Maggie will be provided with explicit instruction and guided practice using manipulatives to segment individual sounds in words.

Area of Targeted Goal #3

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

Goal Statement #3

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

Maggie will increase her score from 4/15 to 13/15 on a real word decoding progress monitoring assessment by 1/27/2025.

Describe the objective(s) that will support growth towards Goal #3:

Objective 1	Maggie will be provided with explicit instruction and guided practice on reading consonant-vowel-consonant words in isolation.
Objective 2	Maggie will be provided with explicit instruction and guided practice on using magnetic letters to complete word chaining activities in order to read consonant-vowel-consonant words.
Objective 3	Maggie will be provided with explicit instruction and guided practice on using magnetic letters to complete word building activities in order to read consonant-vowel-consonant words.

This is an example of a new goal that was added in December after a built-in data-based decision making stop point to review progress monitoring data.

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.

Progress monitoring will occur every three weeks. During the first intervention cycle Maggie's progress will be monitored with the following:

- Phoneme segmenting progress monitoring assessment
- Letter sound progress monitoring assessment

In November, the progress monitoring assessment used changed to:

- Decoding progress monitoring assessment

Targeted Intervention Details

Date Intervention Services Begin: 10/6/24

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

Maggie will receive instruction from the VDOE approved [name] intervention program.

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

Intervention will occur in two, 15-minute sessions per day over the course of the week, with one small group classroom session with AB and an additional pull-out session to a quiet space with HB.

Narrative of Student Progress and Next Steps

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

Maggie responded well to phoneme segmenting, but not as well to letter sounds as indicated after the first progress monitor. The decision was made to intensify the instructional response for letter sounds by adding additional explicit instruction on place and manner of articulation.

For a student with an IEP, any changes made to an intervention plan and/or progress updates should be communicated to the special education case manager. Open communication with the case manager is especially important if the student's instructional response is not where it needs to be. This teacher can ensure the student is receiving all the necessary accommodations or provide ideas for learning strategies unique to the individual to accelerate achievement.

Additional Consideration for Reading Intervention Services

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

Maggie would benefit from having the perspective of multiple team members if/when changes need to be made to her instructional plan.

Family Resources

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

An explanation of Maggie's Student Summary report from VALLSS was provided to her mother and a paper copy of activities for playing with sounds and learning letters was provided to support her progress at home.

The Family Guide from intervention program will be sent home via Maggie's backpack with each new unit of student.