



ST. LOUIS PUBLIC SCHOOLS

INDIVIDUALIZED READING SUCCESS PLAN

ELEMENTARY GRADE 3

“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development ... for everyone, everywhere, literacy is, along with education in general, a basic human right ... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

Kofi Annan,
Winner – the Nobel Peace Prize – 2001

INTRODUCTION

Effective August 28, 2021, each local school district and charter school shall have on file a policy for reading success plans for any pupils of the district in grades kindergarten through four, rather than through grade three. Each policy shall be aligned with the guidelines developed by the Department of Elementary and Secondary Education for reading success plans. Any guidelines for instruction shall meet the needs of the student by ensuring that instruction is explicit and systematic and diagnostic and based on certain elements set forth in the act. Each school shall provide supplemental reading instruction under a reading success plan to any student who exhibits a reading deficiency. (Missouri Senate Bill 54Section 167.268)

The SLPS **Individualized Reading Success Plan** (IRSP) is a tool designed to document intensive reading instruction, interventions, and benchmark growth for students with identified reading deficiencies (identified as non-readers or reading one to two years below grade level proficiency as documented by the STAR reading Assessment/ STAR Early Literacy Assessment). The RSP documents diagnostic data, benchmark data, all evidence-based interventions and recommendations for home support, *in accordance with the SLPS Reading Plan and our Multi-Tiered System of Supports*.

In addition, the IRSP is required for students (K-5) who, at any time, exhibit a substantial deficiency in reading, as well as students who were promoted to 4th grade and, in accordance with Senate Bill 319, qualify for additional support in reading. The IRSP is not a part of the Individualized Education Program (IEP). A reading success plan shall be created no later than 45 days after the identification of a reading deficiency. Such plan shall be created by the teacher and other pertinent school personnel, along with the parent or legal guardian, and shall describe the evidence-based reading improvement services the student shall receive. The reading success plan shall specify if a student was found to be at risk for dyslexia in the state-wide dyslexia screening requirement or if the student has a formal diagnosis of dyslexia.

COMPONENTS OF THE IRSP

The IRSP serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies. Each component of the IRSP is crucial to the efficacy of the plan and student's success. The IRSP has seven (7) components:

- A. The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- B. The goals and benchmarks for growth;
- C. How progress will be monitored and evaluated;
- D. The type of additional instructional services and interventions the student will receive;
- E. (The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- F. The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and
- G. Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

Multiple data points in addition to the effectiveness of Tier I instruction, which focuses on all students and involves implementation of evidence-based curriculum and instructional practices that align with the Missouri State Standards and include differentiated instruction, must be considered when identifying students who need Tier II and Tier III supports.

SECTION A - DETERMINING READING DEFICIENCIES

Student Name:		Grade:	
School:		Student ID:	
Date of Birth:	Gender:	Race:	
Name(s) of Parent/Guardian			
Address			
Phone Number:		Email Address:	
STUDENT ASSESSMENT DATA			
<u>Common Formative Assessment (CFA) and Common Summative Assessment (CSA) Window:</u>			
CFA #1: 8/23-9/3		CSA #1: 10/4-10/15	
CFA #2: 10/18-10/29		CSA #2: 12/6-12/17	
CFA #3: 1/4-1/14		CSA #3: 2/28-3/11	
CFA #4: 3/14-4/1		CSA #4: 5/9-5/20	
(Spring Break 3/21-3/25)			

Star Reading Data

Star Administration	Grade Equivalent (G.E.)
Fall	
Winter	
Spring	

Savvas myView Reading Data

Cold Read Assessment	Date	Unit	Student's Words Correct Per Minute (WCM)	Expected Words Correct Per Minute (WCM)	Student's Words Correct Per Minute (WCM) %tile	Expected Words Correct Per Minute (WCM) %tile
Cole Read #1						
Cold Read #2						
Cold Read #3						

Course Level Performance

Subject	T1	T2	T3	T4	Final
Reading					
Mathematics					
Science					
Social Studies					
Language Arts					

SPECIAL POPULATION INFORMATION

Instructions: Check if applicable to student.

- ☐ Special Education / IEP Initial Eligibility Date: _____ Eligibility Category: _____
☐ 504
☐ ELL
☐ Dyslexia
☐ Other _____

SECTION B - GOALS AND BENCHMARKS FOR GROWTH

District Goal: By the end of the school year, 80% of students will demonstrate a minimum of one year's growth in reading.

Benchmark: By the end of Week 4, the student will be able to master the Weekly Progress Check-Up with 80% accuracy in vocabulary and comprehension.

Student's Goals

Goals	Resources	Progress Monitoring Tools
Vocabulary		
Word Study		
Comprehension		
Writing		
Foundational Skills		

SECTION C - PROGRESS MONITORING (IN ACCORDANCE WITH THE SLPS READING PLAN.)

Intervention Start Date: _____		Intervention End Date: _____	
1 st Documented Review Date: _____ Sufficient Progress Made? (circle one): Yes / No (To be completed no later than 8 weeks after starting intervention. Please identify student progress in one of the boxes below.)			
Adequate progress was made; intervention was successful in meeting student's needs. This student will be returned to the following tier: (Circle One) Tier I <u>Tier II</u> Re-evaluation date: _____	Adequate progress was not made; intervention was somewhat successful in meeting student's needs. Student will continue progress in Tier III and additional intervention will be attempted. List additional interventions below: _____	Adequate progress was <u>not</u> made; intervention was not successful in meeting student's needs. Referral to Special Education Services. List initial meeting date below: _____	This student has an IEP. The SPED Teacher will determine progress based on the students Individualized IEP Goals. (Circle One) Student will continue in or return to the following tier: Tier I Tier II Tier III SPED Teacher Initial _____
2 nd Documented Review Date: _____ Sufficient Progress Made? (circle one): <u>Yes</u> / No (To be completed at the close of Semester 2.) Please identify student progress in one of the boxes below.)			
Adequate progress was made; intervention was successful in meeting student's needs. This student will be returned to the following tier: (Circle One) Tier I <u>Tier II</u> Re-evaluation date: _____	Adequate progress was not made; intervention was somewhat successful in meeting student's needs. Student will continue progress in Tier III and additional intervention will be attempted. List additional interventions below: _____	Adequate progress was <u>not</u> made; intervention was not successful in meeting student's needs. Referral to Special Education Services. List initial meeting date below: _____	This student has an IEP. The SPED Teacher will determine progress based on the students Individualized IEP Goals. (Circle One) Student will continue in or return to the following tier: Tier I Tier II Tier III SPED Teacher Initial _____

3 rd Documented Review Date: _____		Sufficient Progress Made? (circle one): Yes / No	
(To be completed at the close of semester 3. Please identify student progress in one of the boxes below.)			
<p>Adequate progress was made; intervention was successful in meeting student's needs. This student will be returned to the following tier:</p> <p>(Circle One)</p> <p>Tier I Tier II</p> <p>Re-evaluation date: _____</p>	<p>Adequate progress was not made; intervention was somewhat successful in meeting student's needs. Student will continue progress in Tier III and additional intervention will be attempted. List additional interventions below:</p> <p>_____</p>	<p>Adequate progress was <u>not</u> made; intervention was not successful in meeting student's needs. Referral to Special Education Services. List initial meeting date below:</p> <p>_____</p>	<p>This student has an IEP. The SPED Teacher will determine progress based on the students Individualized IEP Goals.</p> <p>(Circle One)</p> <p>Student will continue in or return to the following tier:</p> <p>Tier I Tier II Tier III</p> <p>SPED Teacher Initial _____</p>
4 th Documented Review Date: _____		Sufficient Progress Made? (circle one): Yes / No	
(To be completed at the close of Semester 3). Please identify student progress in one of the boxes below.)			
<p>Adequate progress was made; intervention was successful in meeting student's needs. This student will be returned to the following tier:</p> <p>(Circle One)</p> <p>Tier I Tier II</p> <p>Re-evaluation date: _____</p>	<p>Adequate progress was not made; intervention was somewhat successful in meeting student's needs. Student will continue progress in Tier III and additional intervention will be attempted. List additional interventions below:</p> <p>_____</p>	<p>Adequate progress was <u>not</u> made; intervention was not successful in meeting student's needs. Referral to School Literacy Team with Parent/Guardian</p>	<p>This student has an IEP. The SPED Teacher will determine progress based on the students Individualized IEP Goals.</p> <p>(Circle One)</p> <p>Student will continue in or return to the following tier:</p> <p>Tier I Tier II Tier III</p> <p>SPED Teacher Initial _____</p>

SECTION D - ADDITIONAL INSTRUCTIONAL SERVICES & INTERVENTIONS

Reading interventionists will provide 30 minutes of instruction to identified students for a five-week period. During this time, the reading interventionist will monitor the student's progress daily and weekly. Progress monitoring data will be used to determine whether the student will continue receiving services or has made sufficient "progress" to discontinue the 30-minute daily intervention.

SECTION E - READING INSTRUCTIONAL PROGRAM

What research-based program will be used to deliver explicit, systematic core reading instruction during the required 90-minute reading block?

myView Literacy is a comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening, and viewing using a collection of authentic reading texts and collaborative writing workshops. Connected Reading and Writing Workshops focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career.

☐ Indicate the areas addressed by the core reading program:

X Phonemic Awareness

X Phonics

X Fluency

X Vocabulary Comprehension

Additional supplemental materials (if applicable):

SECTION F - PARENTAL SUPPORTS

The following strategies are recommended for parents/families to use in assisting the student to achieve reading competency:

SECTION G - ADDITIONAL SERVICES

Indicate any additional services the teacher deems available and appropriate to accelerate the student's reading skill development, if applicable:

Tier II: *myFocus*: The *myFocus* Intervention Teacher Resource Guide provides skills/standards-based instruction, explicit entry and exit points, and focused practice.

Tier III: *SuccessMaker*: Incorporates adaptive and prescriptive reading instruction for intervention, differentiation, and personalization. This is "true" adaptive learning for intervention, differentiation, and personalization. Every student interaction adjusts instruction in real time to real learning needs. *SuccessMaker*® delivers tutorials, practice, challenge, and remediation. It instantly adjusts pacing and sequencing. It continuously assesses in a natural, unobtrusive way.