

*Reading Improvement and Monitoring Plan  
Youngstown Community School*

**Student Info:**

<b>Student Name:</b>	
<b>Birth Date:</b>	
<b>Student ID:</b>	
<b>Grade Level Retained:</b> (if applicable)	
<b>Exempt from Retention &amp; Why:</b>	
<b>Referred for Evaluation:</b> (include Date)	

**School year:**

<b>Year:</b>	<b>Grade:</b>	<b>Previous years on RIMP</b>	<b>Grade Level Retained:</b>
	Kindergarten		
	First		
	Second		
	Third		
<b>Comments:</b>			

**Teacher:**

<b>Kindergarten:</b>	
<b>First Grade:</b>	
<b>Second Grade:</b>	
<b>Third Grade:</b>	

Parents Notified Via (include date): \_\_\_\_\_ Meeting \_\_\_\_\_ Phone Call \_\_\_\_\_ Letter

\_\_\_\_\_ Based on a state approved reading diagnostic your child has been identified as "not on track" and must be on a RIMP

\_\_\_\_\_ While your child scored "on track" with the state approved reading diagnostic there are still possible concerns, based upon additional assessment data, that your child be placed on a RIMP

*AI: Fill in the diagnostic and reading levels of the student.*

**Kindergarten**

Quarter:	Assessment Name:	Results of Assessment Percentile Rank:	On Track (OT) Not on Track (NOT)
BASE LINE:	KRA:		
	BAS Reading:		
1st Q:			
2nd Q:			
3rd Q:			
4th Q:			
Comments Additional Data:			

**First Grade**

<b>Quarter:</b>	<b>Assessment Name:</b>	<b>Results of Assessment Percentile Rank:</b>	<b>On Track (OT) Not on Track (NOT)</b>
BASE LINE:	I-Ready:		
	BAS Reading:		
1st Q:	I-Ready:		
	BAS Reading:		
2nd Q:	I-Ready:		
	BAS Reading:		
3rd Q:	I-Ready:		
	BAS Reading:		
4th Q:	I-Ready:		
	BAS Reading:		
Comments Additional Data:			

**Second Grade**

<b>Quarter:</b>	<b>Assessment Name:</b>	<b>Results of Assessment Percentile Rank:</b>	<b>On Track (OT) Not on Track (NOT)</b>
BASE LINE:	I-Ready:		
	BAS Reading:		
1st Q:	I-Ready:		
	BAS Reading:		
2nd Q:	I-Ready:		
	BAS Reading:		

3rd Q:	I-Ready:		
	BAS Reading:		
4th Q:	I-Ready:		
	BAS Reading:		
Comments Additional Data:			

**Third Grade**

<b>Quarter:</b>	<b>Assessment Name:</b>	<b>Results of Assessment Percentile Rank:</b>	<b>On Track (OT) Not on Track (NOT)</b>
BASE LINE:	I-Ready:		
	BAS Reading:		
1st Q:	I-Ready:		
	BAS Reading:		
2nd Q:	I-Ready:		
	BAS Reading:		
3rd Q:	I-Ready:		
	BAS Reading:		
4th Q:	I-Ready:		
	BAS Reading:		
Comments Additional Data:			

**A2: Fill in performance, diagnostic or other observation data used to identify and monitor progress in areas of academic need.**

	<b>Check all that apply Instructional Focus, Evidence -Based Strategies</b>		<b>Progress Monitoring D-daily; W-weekly; M-monthly; B-bi-monthly; Q-quarterly</b>
	<i>90 minutes of reading instruction</i>		
	<i>Read aloud to analyze text 152545</i>		
	<i>Shared reading 152515</i>		
	<i>Phonics instruction 152525</i>		
	<i>Interactive writing</i>		
	<i>Literacy Collaborative</i>		
	<i>Sight word instruction</i>		
	<i>Guided Reading/small group 152505, 152585, 152595</i>		
	<i>Reduced Student/Teacher Ratios</i>		
	<i>Tutoring or Mentoring- LLI 152520</i>		

**B: Complete one row for each year of this Reading Improvement and Monitoring Plan. This section should be reviewed and adapted as necessary. If changes are made throughout the school year, please use or add another line.**

# Kindergarten

S-Satisfactory  
 P-Progressing  
 U-Unsatisfactory

Check <b>one area</b> for <u>curriculum and instructional focus</u> :	Specify one or more instructional strategies employed in response to instructional focus:	Q1	Q2	Q3	Q4
<i>Comprehension</i>	<i>Large group</i>				
<i>Text Reading Level</i>	<i>Small group</i>				
<i>Phonemic Awareness</i>	<i>Individual</i>				
<i>Phonics and Word Recognition</i>					
<i>Fluency</i>					
<i>Vocabulary</i>					
<i>letter Recognition</i>					
<i>Other:</i>					

**What is the weakest area for this student?**

**What is your focus going to be to show improvement for this student?**

# First Grade

S-Satisfactory  
 P-Progressing  
 U-Unsatisfactory

Check <b>one area</b> for <u>curriculum and instructional focus</u> :	Specify one or more instructional strategies employed in response to instructional focus:	Q1	Q2	Q3	Q4
<i>Comprehension</i>	<i>Large group</i>				
<i>Text Reading Level</i>	<i>Small group</i>				
<i>Phonemic Awareness</i>	<i>Individual</i>				
<i>Phonics and Word Recognition</i>					
<i>Fluency</i>					
<i>Vocabulary</i>					
<i>letter Recognition</i>					
<i>Other:</i>					

**What is the weakest area for this student?**

**What is your focus going to be to show improvement for this student?**

## Second Grade

S-Satisfactory  
 P-Progressing  
 U-Unsatisfactory

Check <b>one area</b> for <u>curriculum and instructional focus</u> :	Specify one or more instructional strategies employed in response to instructional focus:	Q1	Q2	Q3	Q4
<i>Comprehension</i>	<i>Large group</i>				
<i>Text Reading Level</i>	<i>Small group</i>				
<i>Phonemic Awareness</i>	<i>Individual</i>				
<i>Phonics and Word Recognition</i>					
<i>Fluency</i>					
<i>Vocabulary</i>					
<i>letter Recognition</i>					
<i>Other:</i>					

**What is the weakest area for this student?**

**What is your focus going to be to show improvement for this student?**



# Third Grade

S-Satisfactory  
 P-Progressing  
 U-Unsatisfactory

Check <b>one area</b> for <u>curriculum and instructional focus</u> :	Specify one or more instructional strategies employed in response to instructional focus:	Q1	Q2	Q3	Q4
<i>Comprehension</i>	<i>Large group</i>				
<i>Text Reading Level</i>	<i>Small group</i>				
<i>Phonemic Awareness</i>	<i>Individual</i>				
<i>Phonics and Word Recognition</i>					
<i>Fluency</i>					
<i>Vocabulary</i>					
<i>letter Recognition</i>					
<i>Other:</i>					

**What is the weakest area for this student?**

**What is your focus going to be to show improvement for this student?**

**C: Enter Intervention Information**

**Kindergarten:**

<b>Month:</b>	<b>Intervention/Data:</b>
<b>October:</b>	

<i>November:</i>	
<i>December:</i>	
<i>January:</i>	
<i>February:</i>	
<i>March:</i>	
<i>April:</i>	
<i>May:</i>	

***First Grade:***

<i>Month:</i>	<i>Intervention/Data:</i>
<i>October:</i>	
<i>November:</i>	
<i>December:</i>	
<i>January:</i>	
<i>February:</i>	
<i>March:</i>	
<i>April:</i>	
<i>May:</i>	

***Second Grade:***

<i>Month:</i>	<i>Intervention/Data:</i>
<i>October:</i>	
<i>November:</i>	
<i>December:</i>	

<b>January:</b>	
<b>February:</b>	
<b>March:</b>	
<b>April:</b>	
<b>May:</b>	

**Third Grade:**

<b>Month:</b>	<b>Intervention/Data:</b>
<b>October:</b>	
<b>November:</b>	
<b>December:</b>	
<b>January:</b>	
<b>February:</b>	
<b>March:</b>	
<b>April:</b>	
<b>May:</b>	

*\*Required for retained 3<sup>rd</sup> Grade students only*

*Note to Parents: Families are encouraged to frequently discuss the student's progress with the school. Progress will be reviewed every 9 weeks using classroom work, teacher observations, tests, grades, and other relevant information. **The strategies may be revised based on progress monitoring.***

*Interventions may vary depending on the school. This specific plan may or may not need to be revised when a student transfers to another school.*

D:

	<i>Comments/Results of Intervention(s):</i>	<i>End of Year Status/Need for Intervention:</i>	<i>Test-Out Date:</i>
<b>Kindergarten</b>			
<b>First Grade</b>			
<b>Second Grade</b>			
<b>Third Grade</b>			
<i>Comments/Concerns from Parent/Guardian:</i>			

**Kindergarten**

*Signatures:*

<i>Teacher:</i>		<i>Date:</i>
<i>Parent:</i>		<i>Date:</i>
<i>Principal:</i>		<i>Date:</i>
<i>Other:</i>		<i>Date:</i>

**1st Grade**

*Signatures:*

<i>Teacher:</i>		<i>Date:</i>
<i>Parent:</i>		<i>Date:</i>
<i>Principal:</i>		<i>Date:</i>
<i>Other:</i>		<i>Date:</i>

**Second Grade**

*Signatures:*

<i>Teacher:</i>		<i>Date:</i>
<i>Parent:</i>		<i>Date:</i>
<i>Principal:</i>		<i>Date:</i>
<i>Other:</i>		<i>Date:</i>

**Third Grade**

*Signatures:*

<i>Teacher:</i>		<i>Date:</i>
<i>Parent:</i>		<i>Date:</i>
<i>Principal:</i>		<i>Date:</i>
<i>Other:</i>		<i>Date:</i>

***\*By signing this RIMP, you understand that Youngstown Community School will continue to monitor the progress of your child, adjusting strategies to support your child's learning, and you understand that you will be notified of any changes to the child's strengths, weaknesses and intervention strategies on at least an annual basis.***