

# Reading Improvement and Monitoring Plan (4-9)

|                   |                                  |
|-------------------|----------------------------------|
| <b>District:</b>  | Youngstown Community School      |
| <b>School:</b>    | Youngstown Community School      |
| <b>Teacher:</b>   | Click or tap here to enter text. |
| <b>Principal:</b> | Click or tap here to enter text. |

|                         |                                  |
|-------------------------|----------------------------------|
| <b>Student:</b>         | Click or tap here to enter text. |
| <b>Grade Level:</b>     | Click or tap here to enter text. |
| <b>Date:</b>            | Click or tap to enter a date.    |
| <b>Parent/Guardian:</b> | Click or tap here to enter text. |
| <b>Parent/Guardian:</b> | Click or tap here to enter text. |

## What is a Reading Improvement and Monitoring Plan?

Reading Improvement and Monitoring Plans (RIMPs) are developed in collaboration between teachers, specialists, and parents to outline students reading difficulties and identify appropriate instructional supports to address those difficulties. The RIMP allows parents and teachers to understand and utilize students' data to make instructional decisions.

Although addressing reading difficulties in the early grades is optimal for improving students' reading proficiency, it is never too late to meet the needs of students who need additional supports. Research consistently shows that older students with reading difficulties can benefit from intervention that is targeted, intense, and systematic. Failure to do so may have a long and negative impact on all aspects of a student's development, including their mental health, long-term academic success and future job opportunities and financial security.

Under [Ohio law](#), districts and schools are required to develop and implement RIMPs for the following students in grade 4:

- Students who did not meet the promotion score on Ohio's State Test for grade 3 English language arts but the student's parent or guardian, in consultation with the student's reading teacher and principal, requested the student be promoted to grade 4. These same students must receive 90 minutes of daily reading instruction that includes intensive intervention.
- RIMPs must continue for students who had a RIMP in grade 3 and still are not reading at grade level (700 or higher on Ohio's State Test for grade 3 English language arts).

A RIMP must continue throughout the student's K-12 academic career until the student is reading on grade level (proficient on Ohio's State Test for English language arts).

Schools may also elect to place students who are on-track on a RIMP if there is evidence showing the student needs support in reading and decide these students need additional help with reading.

Assessments

Which assessment was used to determine the continuation of the RIMP and what are the results?

Ohio’s State Test (English language arts) was used to determine if the student requires the continuation of RIMP interventions.

The student has been identified as reading **below grade level** based on the results of Ohio’s State Test. Student test scores are below:

| Date | Assessment                                | Scaled Score | Proficient Score |
|------|-------------------------------------------|--------------|------------------|
|      | Ohio’s State Test - English language arts |              | 700              |

What assessments were used to inform instructional and intervention supports?

The following screening and/or diagnostic assessments were used to determine the specific skill needs of your student to determine the next steps for instruction.

Consider using screening and/or diagnostic assessments to determine student skill needs. For example, a district or school may consider using the same assessment as [used in kindergarten-grade 3 for the K-3 reading diagnostic](#) if the assessment is designed to support students in upper grades or consider using a single measure such as a MAZE assessment or oral reading fluency measure. In addition, districts and schools should consider what additional diagnostic assessments can be used to understand the specific skill needs in literacy, including needs in decoding, fluency, vocabulary, and/or comprehension.

| Date | Assessment | Knowledge/Skills Assessed | Student Score/ Percentile | Proficient Score/ Percentile |
|------|------------|---------------------------|---------------------------|------------------------------|
|      |            |                           |                           |                              |
|      |            |                           |                           |                              |
|      |            |                           |                           |                              |

Dyslexia Screening (if applicable) – Ohio Revised Code 3323.251

Was the student administered a Dyslexia Screening Assessment?

- ☐ Not Applicable
- ☐ Yes. The student took the following screening for characteristics of dyslexia:

CLICK TO SELECT THE TIER 1 DYSLEXIA SCREENER USED

**What are the results of the Tier 1 Dyslexia Screening Assessment?**

- ☐ Data indicates student is **at-risk** for characteristics of dyslexia at this time.
- ☐ Data indicates student is **not at-risk** for characteristics of dyslexia at this time.

This is a reminder that this screening is **not** a diagnosis of dyslexia. This data indicates that the student needs instruction in word recognition skills (e.g., phonemic awareness and/or phonics/spelling) through the intervention process. This does not mean the student is automatically eligible for or needs an Individualized Education Program (IEP) or Section 504 plan under the Individuals with Disabilities Education Act (IDEA). Refer to [Ohio’s Dyslexia Guidebook](#) for more information.

**Multi-Disciplinary Team Recommendations for Students At-Risk for Dyslexia (If applicable):**

Under the Ohio Dyslexia Support Laws ([ORC 3323.25\(D\)\(2\)](#)), districts and schools must have multidisciplinary teams to support the identification, intervention, and remediation of dyslexia. Please state the multi-disciplinary team’s recommendations here (if applicable):

**Other assessment(s) used for informal diagnostic purposes (if applicable):**

**Services and Supports**

This plan has been created for this student with the goal of improving:

- ☐ **Basic Decoding: Phonemic Awareness** (ability to break a word into individual sounds) and **Phonics** (Knowing relationships between sounds (phonemes) and letters (graphemes and how to sound out words)
- ☐ **Advanced Decoding: Multi-Syllabic Word Reading** (breaking words into smaller parts using combined knowledge of all letter-sound correspondences, syllabication patterns, and **Morphology** (meanings of word parts - roots, prefixes, and suffixes)
- ☐ **Vocabulary:** Understanding the meaning of words we speak, hear, read, and write
- ☐ **Reading Fluency:** Reading connected text accurately, fluently, and for meaning
- ☐ **Reading Comprehension:** Gaining meaning from text

**Based on the data, the student will receive these supports:**

- ☐ **Tier 1 :** (Core structured literacy curriculum and instruction for all students) + **Differentiation:** (targeted instruction based on the needs of the student)
- ☐ **Tier 2:** Targeted Intervention (required time in addition to core instruction to fit the needs of the student)
- ☐ **Tier 3:** Intensive Intervention (required time in addition to core instruction as fits the needs of the student)

## Description of Supplemental or Remedial Reading Services and Supports

The RIMP will align with the science of reading (defined in Ohio law: [3313.6082\(A\)\(1\)](#)).

## Instructional Supports (RIMP Intervention Codes):

The following RIMP Intervention Program Codes, as reported in the Education Management Information System (EMIS), best describe the instructional supports the student will receive under the plan:

| Type of Instructional Support<br>(RIMP Intervention Code)                      | Number of days<br>per week | Number of minutes<br>per day |
|--------------------------------------------------------------------------------|----------------------------|------------------------------|
| <input type="checkbox"/> Summer Structured Literacy Programs                   | _____ x/week               | Minutes: _____               |
| <input type="checkbox"/> Explicit Intervention in Writing (Transcription)      | _____ x/week               | Minutes: _____               |
| <input type="checkbox"/> Explicit Intervention in Writing (Composition Skills) | _____ x/week               | Minutes: _____               |
| <input type="checkbox"/> Explicit Intervention in Phonemic Awareness           | _____ x/week               | Minutes: _____               |
| <input type="checkbox"/> Explicit Intervention in Sight Word Recognition       | _____ x/week               | Minutes: _____               |
| <input type="checkbox"/> Explicit Intervention in Decoding                     | _____ x/week               | Minutes: _____               |
| <input type="checkbox"/> Explicit Intervention in Comprehension                | _____ x/week               | Minutes: _____               |
| <input type="checkbox"/> Explicit Intervention in Fluency                      | _____ x/week               | Minutes: _____               |
| <input type="checkbox"/> Explicit Intervention in Vocabulary                   | _____ x/week               | Minutes: _____               |
| <input type="checkbox"/> Small Group Scaffolding of Complex Text               | _____ x/week               | Minutes: _____               |
| <input type="checkbox"/> Explicit Intervention in Communication/Language       | _____ x/week               | Minutes: _____               |
| <input type="checkbox"/> Multi-Modal Approach to Structured Literacy           | _____ x/week               | Minutes: _____               |

☐ Explicit Intervention in Advanced Word Study

\_\_\_\_\_ x/week    Minutes: \_\_\_\_\_

**Program materials used during intervention time:**

[Core curriculum and instructional materials \(PK-5\)](#) in English language arts and [evidence-based reading intervention programs \(PK-12\)](#) must be from the Department’s approved list of high-quality instructional materials under [section 3313.6028](#) of the Revised Code. All materials on the [Department’s approved list](#) are aligned with the science of reading and strategies for effective literacy instruction.

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## Plan for monitoring student progress:

To outline a specific intervention and plan for progress monitoring related to the five components of reading, please see [Appendix: Instructional Focus, Evidence-Based Strategies, and Progress Monitoring](#).

|                                                         |                                                              |                                                                                                                                                                                      |
|---------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of assessment:<br>Click or tap here to enter text. | Frequency of monitoring:<br>Click or tap here to enter text. | <input type="checkbox"/> Weekly<br><input type="checkbox"/> Every other week<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Other: Click or tap here to enter text. |
|---------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## High-dosage tutoring:

High-dosage tutoring aligned with the student's classroom instruction through a state-approved vendor on the list of high-quality tutoring vendors under [section 3301.136](#) of the Revised Code or a locally approved program that aligns with high-dosage tutoring best practices identified by the Ohio Department of Education and Workforce. High dosage tutoring opportunities must include instruction time of at least three days per week, or at least 50 hours over 36 weeks which may be incorporated into a student's regular classroom instruction

Provider: Click or tap here to enter text. ☐ State Approved List ☐ Locally Approved Program

## How long will the school monitor my child's reading progress using this plan?

Under Ohio law, the RIMP will continue until the student is reading at grade level.

## Acknowledgements and Signatures

### As the parent/guardian, I have been notified about the following:

- ☐ My child is **"not on-track"** for reading at grade level.
- ☐ A description of **current services** that are provided to my child.
- ☐ A description of the school's **planned services and supports** to meet my child's needs related to learning to read.
- ☐ High-dosage **tutoring**
- ☐ My child's student's state test score(s) and grade-level expectations.
- ☐ Resources and information about dyslexia (if applicable).
- ☐ A notice that the district will continue to provide my child student a RIMP until my child achieves the required level of skill in reading for their current grade level.

### Parent/caregiver ideas, questions, concerns, and follow-up plans:

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**Signatures below indicate that this intervention plan has been reviewed and agreed upon.**

|                         | <b>Initial Meeting</b> | <b>Follow-up Meeting (optional)</b> |
|-------------------------|------------------------|-------------------------------------|
| Meeting Date:           |                        |                                     |
| Parent/Guardian(s):     |                        |                                     |
|                         |                        |                                     |
| Current Teacher(s):     |                        |                                     |
|                         |                        |                                     |
|                         |                        |                                     |
| Other Participant Name: |                        |                                     |
| Position/Title:         |                        |                                     |
| Other Participant Name: |                        |                                     |
| Position/Title          |                        |                                     |

In the event the meeting was held virtually, the teacher's signature below attests that all required parties had input and received information about this plan.

**Initial  
Meeting**

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Signature

Date

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Role/Position

Date

# Documentation of Attempts to Contact the Parent/Guardian

(For district/school documentation only)

**Date(s) parent/guardian contacted about meeting, type of communication, and outcome of parent/guardian response.**

| Date | Type of Communication<br>(phone call, email, mailed letter) | Outcome |
|------|-------------------------------------------------------------|---------|
|      |                                                             |         |
|      |                                                             |         |
|      |                                                             |         |
|      |                                                             |         |
|      |                                                             |         |

In the event the parent/guardian was unable to meet, the teacher’s signature below attests that multiple attempts for parent/guardian participation were made and the completed plan has been mailed to the parent/guardian.

Signature

Date

Role/Position

Date