

Reading Improvement and Monitoring Plan (K-3)

District:	Youngstown Community School
School:	Youngstown Community School
Teacher:	Click or tap here to enter text.
Principal:	Click or tap here to enter text.

Student:	Click or tap here to enter text.
Grade Level:	Click or tap here to enter text.
Date:	Click or tap to enter a date.
Parent/Guardian:	Click or tap here to enter text.
Parent/Guardian:	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.

Research shows that a child's reading ability in the early grades is a strong predictor of reading comprehension in later grades (Cunningham & Stanovich, 1997; Duncan et al., 2007; Stanley et al., 2018; Storch & Whitehurst, 2002) and that children with early reading difficulties may continue to experience increasing difficulties over time if not addressed (Morgan et al., 2008; Morgan et al., 2011; Partanen & Siegel, 2014).

Under [Ohio law](#), districts and schools must create a RIMP for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results. The district must involve the student's parent or guardian and the classroom teacher in developing the plan. For students in grade 4, districts and schools are required to develop and implement RIMPs for the following students:

- 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.

Assessment and Screening

Reading Diagnostic Assessment Approved by the Ohio Department of Education and Workforce – Ohio Revised Code 3313.608(B)(1)

Which Reading Diagnostic Assessment was used and what are the results?

The student took the following approved Reading Diagnostic assessment to determine On-Track/Not On-Track Status: **CLICK TO SELECT THE K-3 READING DIAGNOSTIC ASSESSMENT USED**

The student has been identified as being “**not on-track**” based on results from an approved Reading Diagnostic assessment.

Student Reading Diagnostic assessment scores for this year are below:

Timeframe	Date	Student Score/Percentile/Performance Level	On-Track Score/Percentile/Performance Level
Beginning of Year	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Middle of Year	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
End of Year	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

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:

- ☐ **Phonemic Awareness:** Ability to break a word into individual sounds. For example, young children hear “dog” but not “duh” - “aw” - “guh”.
- ☐ **Phonics:** Knowing relationships between sounds (phonemes) and letters (graphemes). For example, when a child is taught the sounds for the letters t, p, a and c, they can start to build up words like: “tap”, “pat”, and “cat”.
- ☐ **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 (RIMP Intervention Code)	Number of days per week	Number of minutes per day
☐ Summer Structured Literacy Programs	_____ x/week	Minutes: _____
☐ Explicit Intervention in Writing (Transcription)	_____ x/week	Minutes: _____
☐ Explicit Intervention in Writing (Composition Skills)	_____ x/week	Minutes: _____
☐ Explicit Intervention in Phonemic Awareness	_____ x/week	Minutes: _____
☐ Explicit Intervention in Sight Word Recognition	_____ x/week	Minutes: _____
☐ Explicit Intervention in Decoding	_____ x/week	Minutes: _____
☐ Explicit Intervention in Comprehension	_____ x/week	Minutes: _____
☐ Explicit Intervention in Fluency	_____ x/week	Minutes: _____
☐ Explicit Intervention in Vocabulary	_____ x/week	Minutes: _____
☐ Small Group Scaffolding of Complex Text	_____ x/week	Minutes: _____
☐ Explicit Intervention in Communication/Language	_____ x/week	Minutes: _____
☐ Multi-Modal Approach to Structured Literacy	_____ x/week	Minutes: _____

Program materials we will use during the 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.

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: Click or tap here to enter text.	Frequency of monitoring: Click or tap here to enter text.	☐ Weekly ☐ Every other week ☐ Monthly ☐ Other: Click or tap here to enter text.
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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 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.

Promotion to Fourth Grade:

The student will not be promoted to the fourth grade if requirements for one of the following options are not met:

- The student reaches the promotion score on the Ohio State Test for grade 3 English language arts.
- The student reaches the promotion score on an approved alternative reading assessment given by the district.
- The student qualifies for one of the exemptions in Ohio law, including the parent request exemption. A parent/guardian, in consultation with the school, can request that their child be promoted to fourth grade even if they do not reach the promotion score. In this case, the student will continue to be supported with a RIMP, and provided with intensive instruction, until they are able to read 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 will not be promoted to the fourth grade if my child does not reach the promotion score on the Ohio State Test for grade 3 English language arts, unless my child meets an exemption.
- ☐ My child's Reading Diagnostic result score(s) and grade-level expectations.
- ☐ Resources and information about dyslexia (if applicable).
- ☐ A notice that the district will continue to provide my child 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:

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

	Initial Meeting	Follow-up Meeting (optional)
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		Date

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 (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