



Youngstown City Schools
 2018 - 2019 Kindergarten Reading Improvement and Monitoring Plan

Student Name:	Student ID:
School:	Homeroom:
Birthdate:	Teacher:
IEP:	EL:
504:	

Based on the information in Section A, your child has been identified as needing academic improvement in the area of READING

A: Fill in the diagnostic and reading levels of the student.

Assessment Name:	Assessment Score	On Track Status: On Track: OT Not on Track: NT
DIBELS Composite - BOY		
DIBELS Composite - MOY		
DIBELS Composite - EOY		
iStation September Reading ISIP <small>(K-3 as an additional data point, Score and Tier)</small>		
Teacher's Determination of Student Status:		

B1: Identify area(s) of instructional focus. Context will be listed each month as large group (LG), small group (SG) or individual (I).

Area of Instructional Focus:	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Comprehension								
Text Reading Level								
Phonemic Awareness								
Phonics and Word Recognition								
Fluency								
Vocabulary								



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

DIBELS Monitoring	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
First Sound Fluency (FSF)								
Phoneme Segmentation Fluency (PSF)								
Nonsense Word Fluency (NSF)								
DIBELS Oral Reading Fluency (DORF)								

Assessment	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
iStation Score									
iStation Percentile									
DIBELS									
TRC									

D: Parental Opportunities for Involvement:

The teacher will be able to provide suggestions for parents to make these strategies more aligned with classroom instruction.

Check Below:	Select Opportunity
	Child read to parent (at child's reading level)
	Practice Repeated Readings for Fluency
	Conferencing with Teacher
	Practice High Frequency Words
	Parent read to child
	Other:



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Note to Parents

The law does not provide a parent the right to refuse the requirements of the Third Grade Reading Guarantee. This includes student retention, diagnostic assessments, reading improvement and monitoring plans, and intervention services. Please be advised, any student who does not score proficient on the English Language Arts Ohio Achievement Assessment in Third Grade will not be permitted to advance to Fourth Grade. (ORC 3313.608(C)).

Parent/Guardian Initial Meeting Comments/Concerns:

Parent/Guardian Signature: _____ Date of Meeting/Signature: _____

Parent/Guardian End of Year Meeting Comments/Concerns:

Parent/Guardian Signature: _____ Date of Meeting/Signature: _____

End of Year Recommendation / Exit RIMP Status:

Teacher:

Principal or Designee:

RIMP Start Date:
