



Reedsville School District

P.O. Box 340, Reedsville, Wisconsin 54230-0340
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Individual Reading Plan

SECTION 1: Student Information & Screening Results

Student Name:	Grade:	Date of Last Screening:
		National Percentile:

SECTION 2: School & System Information

Introduction: In compliance with Wisconsin State Statute, any student performing below the 25th percentile in the Aimsweb Reading Screening, shall be given further diagnostic testing in specific areas of reading and literacy development, and placed on an individual reading plan. The screener is given 3 times per year and all screening results will be sent home to families.

Panther Pride Time: All students have 40 minutes built in their daily schedule to work on individualized literacy skills. Based on screening and diagnostic results, the students will be placed in a group supported by their classroom teacher or other district support staff.

Parent Support: When a student is placed on a reading plan, one of the most effective ways for parents to partner with the school and support our efforts, is to spend time reading at home every day. Reading with your child 10 minutes every day will help reinforce the skills they are learning in school. Attendance is vitally important when a student is on a reading plan and receiving intervention. Students on read plans must maintain a 95% attendance rate for our interventions to be deemed effective and delivered with fidelity.

Summer School: Any student in Kindergarten - 3rd Grade that does not finish the school year above the 25th percentile on their Aimsweb Reading Screener, will be mandated to participate in our summer school reading intervention program. The reading intervention will be a minimum of 45 minutes per day, for 15 days and 100% attendance is required.

Multi-Tiered System of Support: The following table is a guide for how decisions will be made regarding student individualized support during Panther Pride Time

National %ile		Support Tier
1st - 4th	If a student is consistently screening in this range, they would be evaluated for	Tier 3

	special education services. Depending on evaluation results, the student would potentially be placed on an Individualized Education Plan (IEP).	
5th - 9th	Students in this range are typically placed with our licensed reading specialist during Panther Pride Time with the goal of getting them at or above the 10th percentile on the next round of screening. Students work in groups of 3 or 4.	Tier 3
10th - 20th	Students in this range typically work with their classroom teacher in small groups, receiving direct reading instruction that is targeting a specific literacy skill. The goal is to progress closer to the 25th percentile.	Tier 2
21st - 25th	Students in this range are monitored closely. Their groups during Panther Pride Time will vary. The goal is to reach above the 25th percentile.	Tier 2 or Tier 1

SECTION 3: Data Analysis & Student Performance	
Areas of Strength	
Areas of Growth	

SECTION 4: Goals								
The numbers below are generated based on the Aimsweb composite score and corresponding national percentile								
Fall			Winter			Spring		
	Results	Goal		Results	Goal		Results	Goal
Composite Score			Composite Score			Composite Score		
National Percentile			National Percentile			National Percentile		

SECTION 5: Panther Pride Time			
This section is to clearly communicate the plan for the student during Panther Pride Time			
Teacher	Skill Focus	Progress Monitoring	
		Tool:	
		ROI Goal:	

SECTION 6: Weekly Progress

Depending on the reading plan and intervention level, progress monitoring will vary

Week	Date	Attendance	Results/Notes	Progress Monitoring Updates
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

SECTION 7: Acknowledgements

Signatures below acknowledge that the specified party has received a copy of the individual reading plan for the child. The party understands that there is a partnership between school and family, and both have a responsibility to make sure that the plan laid out above is implemented to fidelity.

Individual (Title)	Name	Signature	Date
Parent			
Classroom Teacher			
Support Teacher			
Administrator			