



**DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT
INDIVIDUAL READING IMPROVEMENT PLAN**

Individual Reading Improvement Plan 2017/2018	
Student Name:	Coleman, Lisa
Date of Birth:	03/17/2009
School Name:	Academy of the Americas Elementary-Middle School
Principal Name:	Nicholas Brown
Teacher Name (1):	Benavides, Dora
Teacher Name (2):	
Grade Level:	3
Initial Plan Date:	

Documentation of Achievement in Reading				
i-Ready Diagnostic (0-800)				
On Level Ranges	Grade K	Grade 1	Grade 2	Grade 3
Early	362 - 372	402 - 412	428 - 440	449 - 463
Mid	373 - 411	413 - 454	441 - 496	464 - 506
Late	412 - 454	455 - 496	497 - 506	507 - 516

	Test 1	Test 2	Test 3
Overall Performance (Scale Score)	419		
Domain Level Performance (0-800)			
Phonological Awareness	Tested Out		
Phonics	431		
High-Frequency Words	Tested Out		
Vocabulary	408		
Comprehension: Literature	421		
Comprehension: Informational Text	418		

Parent should be provided a full copy of the "Student Profile Report."



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Documentation of Achievement in Reading		
i-Ready Growth Monitoring (0-800)		
	Scale Score	Improvement (+/-) from Diagnostic
Growth Monitoring: November		
Growth Monitoring: December		
Growth Monitoring: February		
Growth Monitoring: March		

Areas of Concern		
Phonological Awareness	<input type="checkbox"/>	Targeted Instruction will be provided for each identified area as described below.
Phonics	<input checked="" type="checkbox"/>	
High-Frequency Words	<input type="checkbox"/>	
Fluency	<input type="checkbox"/>	
Vocabulary	<input checked="" type="checkbox"/>	
Comprehension: Literature	<input type="checkbox"/>	
Comprehension: Informational Text	<input type="checkbox"/>	

Intervention Strategies & Plan							
Phonological Awareness Phonics High-Frequency Words Fluency Vocabulary Comprehension: Literature Comprehension: Informational Text	Strategies: <ol style="list-style-type: none"> 1. After School Tutoring in Reading 2. Before School Tutoring in Reading 3. Tier 2 Small Group Instruction 4. Additional time during the school day in reading (outside reading block) 5. Tier 3 Reading Intervention (Small group) 6. Tier 3 Reading Individualized/Intensive Instruction 						
	Domain(s) addressed:	Strategy (#)	Group Size (N)	Days Per Week	Minutes Per Day	Date Started	Dated Ended
	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	5	3	30	10/23/17	12/22/17
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>						
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							



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Interventions Detail		
Strategy	Date Ended	Research-based resource leveraged:
Tier 2 Small Group Instruction		Phonics: Under Building Phonics Skills use Tool for Instruction lessons to teach Next Steps for Instruction: decoding CCVC (with initial l-blends and r-blends) long vowel sounds, decoding words with final e.
Tier 2 Small Group Instruction		Vocabulary: Under Building Vocabulary Skills use Tool for Instruction and Brigance Activities to teach Next Steps for Instruction: general and domain-specific vocabulary, word relationships (antonyms, synonyms, multiple meaning words, shades of meaning words.

Parent Involvement: Conferences			
	Date of Conference	Attended	Rescheduled for:
Parent Conference Date:	November 1, 2017		
Parent Conference Date:	March 28, 2018		
Parent Conference Date:			
Parent Conference Date:			
Documented concerns by parent:			

Parent Involvement: Read at Home Plan		
Date	Documents Provided	Log Provided
	Check all that apply: <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> High-Frequency Words <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	



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Parent Involvement: Communication			
Date	Type of Communication	Contacted by	Notes
10/23/17	Phone Call	Lisa Coleman	Called to schedule parent conference on 11/1/17 at 3:30. Parent will attend.
	Phone Call		
	Phone Call		
	Phone Call		
	Phone Call		
	Phone Call		
	Phone Call		
	Phone Call		

Growth, End of Year Status, and Recommendations				
Expected Scale Score Growth from Beginning of School Year to End of School Year (30 weeks on average):				
Reading	Grade K	Grade 1	Grade 2	Grade 3
	46 – 60	46 – 60	39 – 52	30 – 44
<input type="checkbox"/>	The student has met growth projections and is on grade level and will likely not be placed in further interventions next year.			
<input type="checkbox"/>	The student has met growth projections but remains below grade level and is still considered to have reading deficiencies and based on baseline diagnostic performance will likely receive future interventions next year.			
<input type="checkbox"/>	The student has not met growth projections , remains below grade level and is still considered to have reading deficiencies and based on baseline diagnostic performance will likely receive future interventions next year.			