|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **District:** |  |  | **Site:** |  |
| **Student:** |  |  | **Grade:** | |  |  | | --- | --- | |  | First | |  | Second | |
| **Principal:** |  |  | **Teacher:** |  |
| **Parent/Guardian:** |  |  | **Date:** |  |

A program of reading instruction enables the student to acquire the appropriate grade level reading skills.

**Oklahoma State Board of Education Approved Assessments**

Based on the results from one of the following assessments, this student has a substantial deficiency in reading.

|  |  |  |  |
| --- | --- | --- | --- |
|  | aimsweb |  | iREADY Diagnostic |
|  | The Children’s Progress Academic Assessment |  | Measures of Academic Progress (MAP) |
|  | Literacy First Battery of Screening Instruments |  | Measures of Academic Progress (MPG)  for Primary Grades |
|  | Dibels NEXT |  | mCLASS: DIBELS Next |
|  | Developmental Reading Assessment Plus (DRA2+) |  | STAR Early Learning Enterprise, Renaissance Learning, Inc.   * Star Early Literacy * Star Reading Renaissance |
|  | easyCBM |
|  | Group Reading Assessment and Diagnostic  Evaluation (GRADE) |  | Woodcock Reading Mastery Tests,  Third Edition (WRMT- III), NCS |
|  | Istation |  | Fountas & Pinnell Benchmark Assessment System |

**Conjoint Measurement Model:**

**Beginning Reader (BR) is the lowest Lexile measurement**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Lexile Level**  **Conjoint Measurement Model Tool** |  | **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Conjoint Measurement Model Tool** |

**Grade Level Performance Scores:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Reading |  |  |  |
|  |  | Score |  | Date |
|  |  | Score |  | Date |
|  |  | Score |  | Date |

This student is being placed on the **Academic Progress Plan** with the goal of improving his/her reading skills in the area(s) of:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Phonemic Awareness |  | Reading Fluency |  | Comprehension |
|  | Phonics |  | Vocabulary |  |

The program of reading instruction developed for individualized remediation shall continue until the student is determined by the results of approved reading assessments to be reading on grade level. The student will not be promoted to the fourth grade if the reading deficiency is not remediated by the end of the third grade, unless the student is otherwise automatically promoted or is exempt for good cause.

**A DESCRIPTION OF THE CURRENT SUPPLEMENTAL/REMEDIAL READING**

**SERVICES AND SUPPORTS**

**The Academic Progress Plan shall align with the Oklahoma Academic State Standards and may include:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Daily reading block using scientific-research-based reading instruction | Minutes | \_\_\_\_\_\_ |
|  | Additional in-school instructional time:  Tier 2 (duration-frequency as needed) or Tier 3 (45-60 minutes) | Minutes | \_\_\_\_\_\_ |
|  | After school | Minutes | \_\_\_\_\_\_ |
|  | Before school | Minutes | \_\_\_\_\_\_ |
|  | Saturday school | Minutes | \_\_\_\_\_\_ |
|  | Summer school | Minutes | \_\_\_\_\_\_ |
| Any additional proposed supplemental instructional services and supports that will be provided to the student which are designed to remediate the identified area of reading deficiency include: | | | |
|  | | | |
|  | | | |
|  | | | |

**Assessment(s) identified for diagnostic purposes:**

|  |  |
| --- | --- |
|  | (Please Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**This child will receive collaborative services through: (check all that apply)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Title I |  |  | Special Education Services (IDEA) |  |  | English Language Learner/Title III |

List of parent strategies to use in helping your student succeed in reading proficiency:

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

School District’s Midyear Promotion Policy:

|  |  |
| --- | --- |
|  |  |

**As the Parent/Guardian, I have been notified of the following:**

|  |  |
| --- | --- |
|  | 1. The student has been identified as having a substantial deficiency in reading |
|  | 2. A description of the current services that are provided to the student pursuant to a conjoint measurement model (lexile level) such that a reader and a text are placed on the same scale |
|  | 3. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency |
|  | 4. That the student will not be promoted to the fourth grade if the reading deficiency is not remediated by the end of the third grade, unless the student is automatically promoted or is exempt for good cause |
|  | 5. Strategies for parents to use in helping their child succeed in reading proficiency |
|  | 6. The grade-level performance scores of the student |
|  | 7. The results of the third grade statewide criterion-referenced tests are the initial determinant, they are not the sole determiner of promotion and portfolio reviews and assessments are available |
|  | 8. Midyear promotion district policy |

70 O.S. § 1210.508C.I

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Parent/ Guardian Name |  |  |
| Parent/Guardian Signature |  | Date |

An update on reading progress was given on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, during parent-teacher conference.

|  |  |  |
| --- | --- | --- |
| Parent/ Guardian Name |  |  |
| Parent/Guardian Signature |  | Date |

A parent/guardian was unable to attend parent-teacher conference. A written reading progress update was mailed to the parent/guardian.

|  |  |  |
| --- | --- | --- |
| Teacher Name/Signature |  | Date Mailed |

|  |  |  |
| --- | --- | --- |
| Any first-grade, second-grade or third-grade student who demonstrates proficiency in reading at the third-grade level through a screening instrument which meets the acquisition of reading skills, including but not limited to phonemic awareness, phonics, reading fluency, vocabulary and comprehension (70 O.S. § 1210.508C.B.1) shall not be subject to the retention guidelines found in this section. Upon demonstrating proficiency through a screening instrument, the district shall provide notification to the student’s parent(s) and/or guardian(s) that the student has satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention (70 O.S. § 1210.508C.H.1). | |  |
|  | **Check if student has met proficiency in reading and is not subject to retention.** |  |
| Identify date student met proficiency in reading and is not subject to retention. | |  |
| Identify name of screening instrument. | |