## Student Individual Literacy Plan

**School Year** _____          **Plan Start Date** _____

**Student Name** _____  **Grade Level** _____  **Teacher Name** _____

## Data Collection

Include data from screeners or assessments by listing the measure and score. Not all spaces may be used.

| Literacy Screener: | | Assessment: | | Class/Subject | Grade |
|---|---|---|---|---|---|
| **Measure** | **Score** | **Measure** | **Score** | | |
| | | | | | |
| | | **Assessment:** | | | |
| | | **Measure** | **Score** | | |
| | | | | | |
| **Composite Score** | | | | | |

## Intervention/Support Action Plan

Include any actions that are in place to address the student's area(s) of need. This can include small group time, pull-out interventions, after-school tutoring, summer learning opportunities, or additional classroom instruction. Specify what skills are being targeted, how often the action is occurring, and any adjustments that are made after progress monitoring data is reviewed.

| Provider/Service | Program/Skills | Frequency | Adjustments (based on PM) |
|---|---|---|---|
| | | | |
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## Family Involvement

List any communication with the parent/guardian that shares information about the student's results, intervention plans, and progress monitoring. At-home reinforcement can be discussed and encouraged. Additional information can be shared by completing and sending home the Student Literacy Screener Results template.

| Conference Date & Name | Notes |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Progress Monitoring

Regular progress monitoring of a specific measure or skill provides trackable data on student improvement and needs. Progress monitor on one or two measures/skills at a time. Under each date, record the score for that measure/skill.

| Measure/Skill | Date: | Date: | Date: | Date: | Date: | Date: |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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*Important Note: This plan is for school and/or classroom use. Please review the Family Involvement section above for communicating data and action plans with parents/guardians.*

## Student Individual Literacy Plan Sample

**School Year** _2022-2023_____          **Plan Start Date** _October 2022_

**Student Name** _Destiny Park_____  **Grade Level** _4_____  **Teacher Name** _Henry Gumbo_____

### Data Collection

Include data from screeners or assessments by listing the measure and score. Not all spaces may be used.

| Literacy Screener: | DIBELS 8th |
|---|---|
| **Measure** | **Score** |
| ORF | 71 |
| Accuracy | 92% |
| MAZE | 8 |
| | |
| **Composite Score** | 316 |

| Assessment: | LEAP 2025 |
|---|---|
| **Measure** | **Score** |
| ELA | 715 (AB) |
| Assessment: | SRI |
| **Measure** | **Score** |
| Reading | 203 (BB) |
| | |

| Class/Subject | Grade |
|---|---|
| ELA | 75C |
| Math | 84B |
| Social Studies | 85B |
| Science | 88B |
| | |
| | |

### Intervention/Support Action Plan

Include any actions that are in place to address the student's area(s) of need. This can include small group time, pull-out interventions, after-school tutoring, summer learning opportunities, or additional classroom instruction. Specify what skills are being targeted, how often the action is occurring, and any adjustments that are made after progress monitoring data is reviewed.

| Provider/Service | Program/Skills | Frequency | Adjustments (based on PM) |
|---|---|---|---|
| Tonja Severeaux | SPIRE, morphology, decoding MS | 2x weekly, 30 minutes each | 11/10 - 1x weekly, 30 minutes |
| After School Tutoring | Reading, morphology, vocabulary | 1x weekly, 1 hour | |
| Classroom teacher | Small group instruction | daily, 10-15 minutes | |
| | | | |
| | | | |

**Family Involvement**

List any communication with the parent/guardian that shares information about the student's results, intervention plans, and progress monitoring. At-home reinforcement can be discussed and encouraged. Additional information can be shared by completing and sending home the Student Literacy Screener Results template.

| Conference Date & Name | Notes |
|---|---|
| 10/5 - Greta Park, mother | notified parent of plan, collected info on homework behaviors |
| 12/1 - Greta Park, mother | discussed progress, plan adjustments, shared reading ideas for Christmas break |
| | |
| | |
| | |

**Progress Monitoring**

Include any actions that are in place to address the student's area(s) of need. This can include small group time, pull-out interventions, after-school tutoring, summer learning opportunities, or additional classroom instruction. Specify what skills are being targeted, how often the action is occurring, and any adjustments that are made after progress monitoring data is reviewed.

| Measure/Skill | Date: 9/15 | Date: 10/1 | Date: 10/15 | Date: 11/10 | Date: | Date: |
|---|---|---|---|---|---|---|
| ORF/Accuracy | 75/92% | 82/91% | | | | |
| MAZE | | 9 | 10.5 | | | |
| SRI | | | | 311 | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |