

Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.

Complete the template for each subject area identified as below "Basic."

Student name and grade: Sam Pull - 1st Grade	
Subject area of need: English Language Arts	
Beginning level of proficiency/Target level of proficiency: Acadience Reading Nonsense Word Fluency- Correct Letter Sounds (CLS)	
<p>Beginning Level of Proficiency:</p> <ul style="list-style-type: none"> • CLS Score 23 <p>Target Level of Proficiency:</p> <ul style="list-style-type: none"> • CLS On Level Score 27-33 	
Check the boxes below for each selected intervention and populate requested information:	
<input checked="" type="checkbox"/> High-quality curriculum	Curriculum: Core Knowledge Language Arts (2nd Edition)
<input checked="" type="checkbox"/> Highly-effective teacher	Teacher name: Kristine Adams
<input checked="" type="checkbox"/> Additional in-school support	<p>Teacher name(s): Interventionist-Jennifer Lewis</p> <p>Define supports: Kristine will provide Sam with 15-20 minutes of small group instruction during the English Language Arts block. She will use the Core Knowledge LA Curriculum to provide a "comprehensive review of all materials from the Unit 1 Assessment and Remediation Guide" as prescribed in the Tier I curriculum. (Core Knowledge Foundation, 2013)</p> <p>The interventionist, Jennifer Lewis, will provide Sam with 30 minutes of intervention during the school's intervention time. Jennifer will teach short and long sounds with common spellings, beginning with consonant-vowel-consonant (CVC) words (e.g., got), consonant-vowel words (e.g., go), and word families (e.g., got, hot, not, pot). Jennifer has been trained to use the school's Tier I intervention program, 95% Group. Sam will be screened by his interventionists to ensure that he begins intervention at his lowest skill deficit.</p> <p>Progress monitoring plan: Jennifer will assist Sam in setting an ambitious yet achievable goal using Acadience Reading (Benchmark Goal/number of weeks to achieve the goal). Jennifer will provide Sam extra support on identified weaknesses for 3-4 weeks using scaffolding supports described in Tier 1 curriculum. Jennifer will progress monitor Sam bi-weekly on CLS using the Acadience Reading Monitoring materials. Jennifer will follow the student support and assessment flow chart identified in the LDOE Assessment Guidance.</p>
<input type="checkbox"/> Summer program	<p>Teacher name:</p> <p>Summer program curriculum:</p> <p>Progress monitoring plan:</p>

*Attach additional pages as necessary.

School Administrator Signature:	Date:
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