

The background of the slide is a composite image. The top left shows a line of yellow school buses with 'SCHOOL BUS' written on their sides. The bottom left shows a classroom with blue walls, desks, chairs, and educational materials. A white diagonal shape cuts across the image from the top left to the bottom right, containing the text.

Reading Improvement Plan: Resource Overview

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Materials Needed

- [Reading Improvement Plan template](#)
- [Participant Handout](#)

Learning Goal: We are learning about the components of the Reading Improvement Plan Resource.

Success Criteria:

- Understand how to use the Reading Improvement Plan template to meet the requirements of KRS 158.305.
- Understand the role of data-based decision making in the development and monitoring of the Reading Improvement Plan.

Per Read to Succeed Act Amendments to **KRS 158.305**

Beginning in the 2023-24 school year, a reading improvement plan shall be developed and implemented by a reading improvement team for any student in kindergarten through grade three (3) identified as needing accelerated interventions to progress toward proficient performance in reading.

Reading Improvement Plan Requirements

- Developed and overseen by a reading improvement team;
- Accelerated intervention using evidence-based reading instruction and other practices;
- Intensive instructional services; progress monitoring measures, and supports; and
- Written quarterly progress reports to parents.

Reading Improvement Plan Requirements

- Developed in collaboration and accordance with any existing program services plan, individualized education program, or Section 504 Plan unless these already address improving reading.

Reading Improvement Plan Requirements

Created and monitored by the Reading Improvement Team

- Parent/guardian of the student
- General Education teacher(s)
- Representative of the LEA knowledgeable about the literacy curriculum and evidence-based literacy resources of the school
- Specialized, certified staff of students receiving language instruction education programming or special education services

Defined by KRS 158.305



Pause for Reflection 1: space provided on
pg. 1 of participant handout



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Reading Improvement Plan and Data-Based Decision-Making



Reading Improvement Plan - Overview

Reading Improvement Plan Template

Section 1:

Student Name: Click or tap here to enter text.	DOB: Click or tap to enter a date.	Grade: Click or tap here to enter text.
School: Click or tap here to enter text.	Teacher: Click or tap here to enter text.	Parent/Guardian: Click or tap here to enter text.

Team Members* in Attendance (enter name and role):
Click or tap here to enter text.

**This team may be an existing [MTSS Student Problem Solving Team](#); however, to meet the requirements of SB9 reading improvement team members must include: the parent or guardian; a representative of the LEA who is knowledgeable about the reading curriculum and availability of the evidence-based literacy resources; and any specialized certified school employees for students receiving language instruction educational programming or special education services.*

Area(s) At/Above Grade-Level Benchmarks in Reading (Check all that apply based on approved reading universal screener/diagnostic assessment. Attach data.):

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Area(s) At Risk for Not Meeting Grade-Level Benchmarks (Check all that apply based on approved reading diagnostic assessment. Attach data.):

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Reading Improvement Plan - Overview

Section 2:

Implementation Plan: (To be completed based on review of [universal screening and diagnostic data](#) and use of a [standardized problem-solving model](#). Plan may be modified as needed based on review of student progress data.):

Verified Problem Statement	Goal and Timeline	Action/Intervention Plan	Monitoring Plan
<p>What is the targeted area of concern and possible root cause?</p> <p>Click or tap here to enter text.</p> <p>What data was used to determine the problem and root cause?</p> <p>Click or tap here to enter text.</p>	<p>What is the criterion for success? Identify the goal or benchmark the student will be expected to meet.</p> <p>Click or tap here to enter text.</p> <p>By when?</p> <p>Click or tap here to enter text.</p>	<p>What evidence-based intervention aligned to the target area will be used?</p> <p>Click or tap here to enter text.</p> <p>Who will deliver it?</p> <p>Click or tap here to enter text.</p> <p>When will it occur (frequency and duration)?</p> <p>Click or tap here to enter text.</p> <p>How will it be delivered?</p> <p>Click or tap here to enter text.</p>	<p>How will the effectiveness of the intervention be monitored over time? Monitoring method:</p> <p>Click or tap here to enter text.</p> <p>Who will be responsible?</p> <p>Click or tap here to enter text.</p> <p>How will the fidelity of implementation be monitored?</p> <p>Click or tap here to enter text.</p> <p>Who will be responsible?</p> <p>Click or tap here to enter text.</p>

Step 1: What do we see in the data?
Step 2: Why is the problem occurring?

Problem Identification



Verified Problem Statement

What is the targeted area of concern and possible root cause?

Click or tap here to enter text.

What data was used to determine the problem and root cause?

Click or tap here to enter text.

- **Define the problem with precision**
 - *What is the discrepancy between the student's current performance and the expected performance?*
- **Analyze the problem using data**
 - *Why is it occurring?*
- **Develop the problem statement**
 - *Who, what, when and why.*

Data Used to Determine the Problem

Universal Screening:

“A process of providing a brief assessment to all students within a grade level to assess the students’ performance on the essential components of reading.” (KRS 158.305)



Data Used to Determine the Problem: Universal Screener



- Benchmarks or Cut Score
 - Classifications will be unique to the assessment
 - Established through a scientifically designed evidence-based process
- Explicit as to what level of academic risk established to identify, for example:
 - **Low Risk** – likely to meet end of year (EOY) grade-level benchmark for proficiency
 - **Some Risk** – predictive of current or later learning difficulty without some change to instruction
 - **High Risk** – unlikely to meet EOY benchmark without immediate, intensive instructional support
- Not used in isolation – simply an indicator of risk

Data Used to Determine the Root Cause: Diagnostic Assessments



Reading diagnostic assessment

“an assessment that measures a **student’s skills** against established performance levels in **essential components of reading** and **identifies students that require intervention in at least one (1) of those components** to accelerate the student's progress toward proficient performance in reading.”

(defined in KRS 158.792)



Data is Used to Determine the Problem: Diagnostic Assessment

- Per KRS 158.305, must be valid and reliable
- Data to identify specific strengths/weaknesses in essential components of reading
- Administered to some, not all
- Criterion scores – students compared to fixed set of criteria
- Norm Referenced – compared to similar peers



Reflection 2: space provided on pg. 2
of the participant handout



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Reading Improvement Plan – Goal Setting

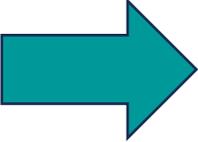
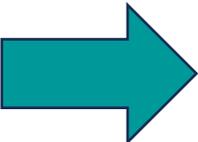
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Goal Setting

Goal and Timeline	
	What is the criterion for success? Identify the goal or benchmark the student will be expected to meet. Click or tap here to enter text.
	By when? Click or tap here to enter text.

- **Identify a goal for change**
 - Teams set a goal that defines levels at which the problem is no longer a problem.
 - Typically, this is a middle- or end-of year benchmark for the identified targeted skill or general outcome measure.

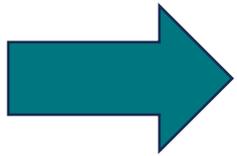
Reading Improvement Plan – Action Plan

Section 2:

Implementation Plan: (To be completed based on review of [universal screening and diagnostic data](#) and use of a [standardized problem-solving model](#). Plan may be modified as needed based on review of student progress data.)

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Identify the Intervention and Create the Plan



Action/Intervention Plan
What evidence-based intervention aligned to the target area will be used? Click or tap here to enter text.
Who will deliver it? Click or tap here to enter text.
When will it occur (frequency and duration)? Click or tap here to enter text.
How will it be delivered? Click or tap here to enter text.

- **Critical Considerations for Selection:**
 - Strength of the evidence
 - Alignment with the area targeted for improvement
- **Name and brief description**
- **Who will deliver**
- **Frequency and duration**
- **Group size or 1:1**

Reading Improvement Plan - Monitoring

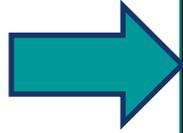
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Monitoring Implementation and Impact



Monitoring Plan
How will the effectiveness of the intervention be monitored over time? Monitoring method: Click or tap here to enter text.
Who will be responsible? Click or tap here to enter text.
How will the fidelity of implementation be monitored? Click or tap here to enter text.
Who will be responsible? Click or tap here to enter text.

- What progress monitoring tool will be used?
 - Often Curriculum-based measures (CBMs)
- Considerations:
 - Sufficient # of alternate forms
 - Specify minimum acceptable growth
 - Provide benchmarks
 - Valid and reliable

National Center on Response to Intervention (January 2013). Progress Monitoring Briefs



Monitoring Implementation and Impact

Monitoring Plan
How will the effectiveness of the intervention be monitored over time? Monitoring method: Click or tap here to enter text.
Who will be responsible? Click or tap here to enter text.
How will the fidelity of implementation be monitored? Click or tap here to enter text.
Who will be responsible? Click or tap here to enter text.

- What fidelity measure will be used?
 - Checklists
 - Observations
 - Attendance during intervention

National Center on Response to Intervention (January 2013).
Progress Monitoring Briefs

Implementation Summary

Intervention Start Date:	Duration of Intervention	Frequency of Intervention	Frequency of Progress Monitoring
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text. <i>KDE recommendation: Tier 2: every two weeks or at least monthly; Tier 3: weekly</i>

At what Tier will the problem be addressed?

- Tier 1 – Differentiated Support
- Tier 2 – Supplemental Support
- Tier 3 – Intensive Support



Plan Review: Is it Working?

Section 3:

Progress Review: (To obtain a reliable estimate of the student’s response to the intervention, progress monitoring data should be collected for a minimum of six to eight data points. Every time the progress monitoring probe is administered, ensure the score is recorded and graphed.)

Review Date: [Click or tap to enter a date.](#) (Attach graphed data with goal line and trend line at each data review.)

Positive Response to the Intervention	Questionable Response to the Intervention	Poor Response to the Intervention
<input type="checkbox"/> The trend line and goal line are the same or the trend line is steeper than the goal line.	<input type="checkbox"/> Data is highly variable, with significant changes from data point to data point.	<input type="checkbox"/> Trend line is flat or falling below the goal line and gap is widening.
<p>Student on track to meet their goal.</p> <input type="checkbox"/> Continue intervention with current goal and re-evaluate in another 6-8 data points. <p>Student met or exceeded their goal.</p> <input type="checkbox"/> Plan to fade the support; and return to Tier 1 or Tier 2; or <input type="checkbox"/> Consider a more ambitious goal if set below grade-level benchmark; or	<p>Was the intervention implemented as intended? Consider:</p> <input type="checkbox"/> Delivery <input type="checkbox"/> Quality <input type="checkbox"/> Student engagement/behavior <input type="checkbox"/> Attendance <input type="checkbox"/> Scheduling conflicts <input type="checkbox"/> Other	<p>Intervention is not working and needs a change. Consider fidelity and fit.</p> <p>Fidelity: Was the intervention implemented as intended?</p> <input type="checkbox"/> No, employ strategies to improve implementation integrity. <input type="checkbox"/> Yes, consider fit.

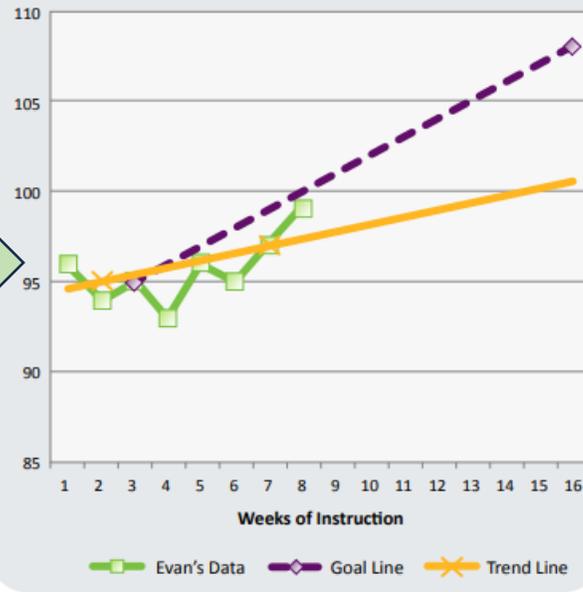
Positive Response to the Intervention	Questionable Response to the Intervention	Poor Response to the Intervention
<p><input type="checkbox"/> The trend line and goal line are the same or the trend line is steeper than the goal line.</p> <p>Student on track to meet their goal.</p> <p><input type="checkbox"/> Continue intervention with current goal and re-evaluate in another 6-8 data points.</p> <p>Student met or exceeded their goal.</p> <p><input type="checkbox"/> Plan to fade the support; and return to Tier 1 or Tier 2; or</p> <p><input type="checkbox"/> Consider a more ambitious goal if set below grade-level benchmark; or</p> <p><input type="checkbox"/> Revise intervention to focus on additional skills needed in order to meet grade-level goals.</p>	<p><input type="checkbox"/> Data is highly variable, with significant changes from data point to data point.</p> <p>Was the intervention implemented as intended? Consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Delivery <input type="checkbox"/> Quality <input type="checkbox"/> Student engagement/behavior <input type="checkbox"/> Attendance <input type="checkbox"/> Scheduling conflicts <input type="checkbox"/> Other <p><input type="checkbox"/> No, employ strategies to improve implementation integrity.</p> <p><input type="checkbox"/> Yes, increase intensity of current intervention for 4 data points and assess impact.</p>	<p><input type="checkbox"/> Trend line is flat or falling below the goal line and gap is widening.</p> <p>Intervention is not working and needs a change. Consider fidelity and fit.</p> <p>Fidelity: Was the intervention implemented as intended?</p> <p><input type="checkbox"/> No, employ strategies to improve implementation integrity.</p> <p><input type="checkbox"/> Yes, consider fit.</p> <p>Fit: Is the intervention/assessment tool aligned to the identified targeted need?</p> <p>Potential Actions:</p> <p><input type="checkbox"/> Change to the intervention:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase duration. <input type="checkbox"/> Change in interventionist. <input type="checkbox"/> Decrease group size. <input type="checkbox"/> Change in instructional delivery. and/or <input type="checkbox"/> Change in type of intervention. <p><input type="checkbox"/> Was the problem identified correctly? Return to problem-analysis.</p> <p><input type="checkbox"/> Was the progress monitoring tool the right match for the intervention? Appropriate match for the student? Sensitive to change?</p>



Plan Review #1 : Is it Working?

FIGURE 3. GRAPH WITH STUDENT SCORES, A GOAL LINE, AND A TREND LINE

Words Read Correctly per Minute



Student Data

Goal Line

Trend Line

Did the intervention work?

- If not, was the plan implemented as designed?
- Did the intervention match the underlying root cause?

How will it be adjusted?

- Intensity
- Duration
- Smaller group size
- Change in delivery
- Change in intervention

NCII: Progress Monitoring Brief Series



Review #2 : Graph with Decision Point

FIGURE 3. GRAPH WITH STUDENT SCORES, A GOAL LINE, AND A TREND LINE

Words Read Correctly per Minute

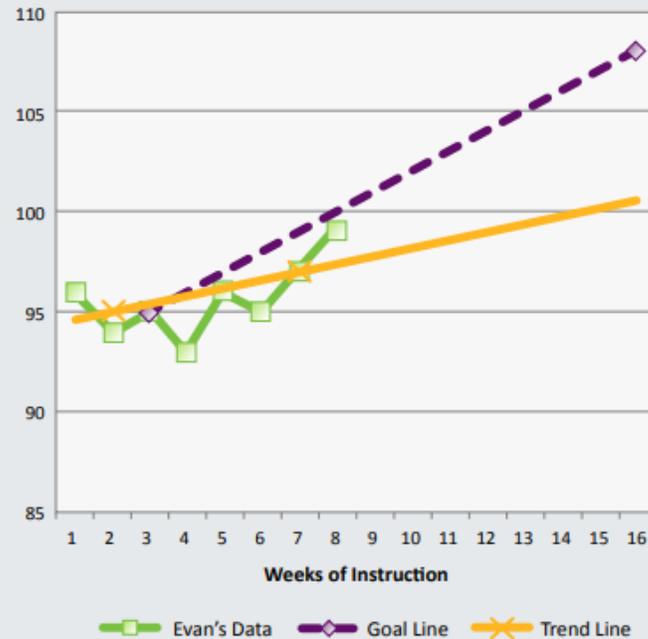
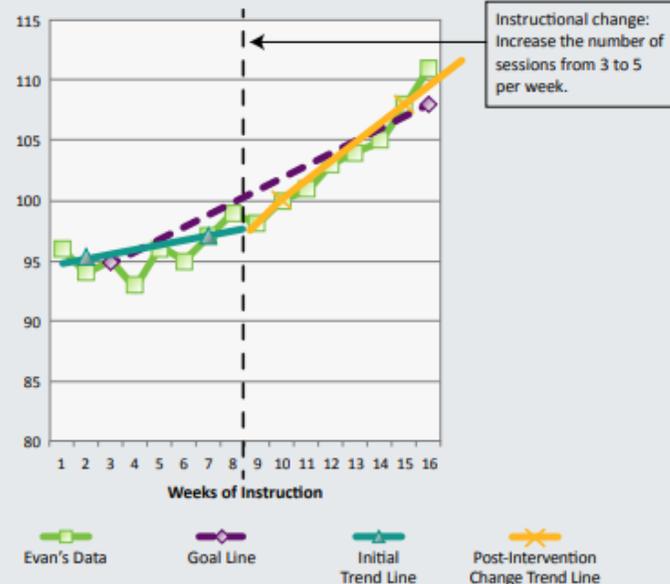


FIGURE 4. GRAPH WITH STUDENT SCORES, A TREND LINE, A GOAL LINE, AND A DECISION POINT

Words Read Correctly per Minute



Instructional change is documented on the graph: increased # of sessions (frequency).

2nd Review: student on track to meet goal

Parent Notification



Section 4:

Parental Notification of Intervention: Parent was in attendance and part of the problem-solving process Yes No

If no, how will the parent be notified of the intervention: [Click or tap here to enter text.](#)

Who will be responsible: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)

Written quarterly progress report provided to the parent (may be included in the school's existing quarterly progress report):

Who will be responsible: [Click or tap here to enter text.](#)

Method: [Click or tap here to enter text.](#)

Dates:

1: [Click or tap to enter a date.](#) 2. [Click or tap to enter a date.](#) 3. [Click or tap to enter a date.](#) 4. [Click or tap to enter a date.](#)



Resources for Progress Monitoring

National Center on Response to Intervention (January 2013).

- [Brief #1: Planning and Practice](#)
- [Brief #2: Goal and Goal Lines](#)
- [Brief #3: Making Instructional Decisions](#)
- [Brief #4: Reporting Information to Parents](#)
- [Academic Progress Monitoring Tools Chart \(intensiveintervention.org\)](#)

General Resources:

- Resources:
 - [Early Literacy Resources](#)
 - [KyMTSS.org](#)

Questions:

- Jan Sellers, MTSS and Early Literacy Program Consultant
Office of Teaching and Learning
jan.sellers@education.ky.gov