

Model Personalized Reading Plan

HF2618 Technical Assistance

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State of Iowa

Department of Education

Grimes State Office Building

400 E. 14th Street

Des Moines, IA 50319-0146

**Administration**

McKenzie Snow, Director

**Bureau Chief**

Tom Wood

**Department of Education Literacy Team**

Leigh Bellville, Literacy Consultant

April Gosselink-Lemke, Literacy Consultant

Wanda Steuri, Dyslexia and Reading Specialist

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Contents

[Purpose 4](#_Toc172279222)

[Notes 4](#_Toc172279223)

[Important Plan Components 5](#_Toc172279224)

[Student’s Identification Information 5](#_Toc172279225)

[Historical Achievement Data 5](#_Toc172279226)

[Targeted Skills for Instruction 5](#_Toc172279227)

[Targeted Reading Goal 5](#_Toc172279228)

[Person(s) Planning and Person(s) Implementing the Instruction 5](#_Toc172279229)

[Parent/Guardian Notification of Reading Concern and Reading Plan 6](#_Toc172279230)

[Description of Instruction and Date Instruction Started 6](#_Toc172279231)

[Identify Progress Monitoring Method(s) 6](#_Toc172279232)

[Results of Instruction 6](#_Toc172279233)

[Additional Considerations for Reading Instructional Services 7](#_Toc172279234)

[Parent/Guardian Resources 7](#_Toc172279235)

[Parent/Guardian Updates and Notifications of Results of Instruction 7](#_Toc172279236)

[Parent/Guardian Retention Information 7](#_Toc172279237)

[Model Personalized Reading Plan 8](#_Toc172279238)

[Example – Completed Personalized Reading Plan 10](#_Toc172279239)

[Glossary of Key Terms 15](#_Toc172279240)

# Purpose

This is a model plan that districts may use or adapt to meet the legislated requirements of House File 2618, which states:

A school district shall provide to students in kindergarten through the end of grade six who are not reading proficiently with personalized reading plans until the student is reading at grade level, as determined by the student's consistently proficient performance on valid and reliable measures of reading ability.

The requirement of a personalized reading plan may also be met with other plan options including the intervention plan documentation within the statewide Multi-tiered Systems of Support (MTSS) data platform, Panorama Student Success. Users are encouraged to document the parent retention communication requirements if using a different plan framework.

To determine if a personalized reading plan is required for a student, students in grades K-3 not reading proficiently will be determined by existing Early Literacy Implementation (ELI) literacy status (persistently-at-risk). For students in grades 4-6, not reading proficiently will be determined by the Iowa State Assessment of Student Progress (ISASP). This status and the personalized reading plan will remain until the student is proficient on ISASP.

Additional data may be used for instructional decisions. Based on this data, interventions might be discontinued, but monitoring of the Personalized Reading Plan must continue until the student is proficient on ISASP.

# Notes

This Model Personalized Reading Plan is intended to support instructional best practices and its use is not required. Although voluntary, use of this Model Personalized Reading Plan complies with the requirements in HF2618.

Please note that, for students with disabilities, schools must comply with both HF2618 and state and federal special education law. How both laws are met will be based on the facts of each student’s case. For many students with disabilities with a reading or literacy goal on their individualized education programs (IEPs), their IEPs’ goals and specially designed instruction will satisfy HF2618. For other students with disabilities without a reading or literacy goal, their IEPs’ goals and specially designed instruction will satisfy special education law (e.g., Endrew F. v. Douglas County School District, 137 S. Ct. 988 (2017)) but will not satisfy the requirements in HF2618. For those students, educators will need to complete a personalized reading plan as well.

# Important Plan Components

This section identifies the components for best practice that a district would want to consider having in the personalized reading plan they use to address HF2618.

## Student’s Identification Information

Keeping copies of the personalized reading plan forms from year-to-year ensures that those planning for a student’s instruction know what has and has not been successful in the past. This identifying information is for quick reference for the year the plan was written.

## Historical Achievement Data

This section will likely become larger if the student needs continued support throughout the years. Having the student’s historical data represented on the form provides easy access during team meetings. Data from sources such as Panorama Student Success might be used for this purpose.

### Literacy Screening Data

This includes data such as FastBridge or other screening data from the state approved list.

### Summative Assessment Data

This includes data such as district summative assessments. Examples include ISASP, NWEA Measure of Academic Progress (MAP)

### Formative Assessment Data

This includes data gathered to inform instruction (i.e., common formative assessments, quick diagnostic assessments)

### Other Data

This includes data to help the team understand other important information potentially impacting the student’s reading achievement.

## Targeted Skills for Instruction

After considering all of the data, the team will narrow down the instruction that will have the greatest potential impact for improving the student’s reading abilities.

1. The team will begin by considering the student data from each of the areas of literacy, including letter knowledge, phonemic awareness, decoding/encoding, fluency and vocabulary/comprehension. The team will use the screening and assessment data to choose the area where the data shows the student would benefit the most from instruction.
2. The team will review the student data, and the district's scope and sequence within the chosen area, to determine the starting point for instruction.

## Targeted Reading Goal

Once the team has chosen the area and the place to start instruction, the team will establish a goal for the student’s instructional gain within a given amount of time. The best goals are specific, measurable, achievable, relevant and time bound.

## Person(s) Planning and Person(s) Implementing the Instruction

This section is important for implementation and for reference in future meetings. When the instruction will be implemented by person(s) not involved in the instructional planning process, it is essential that the team establish a method to transfer information from any meetings to the implementer(s). In addition, if more than one person is implementing the instruction, a communication system must be established to keep all team members updated on the student’s instructional needs and progress.

## Parent/Guardian Notification of Reading Concern and Reading Plan

It is extremely important that parents are notified that there is a reading concern and that a reading plan has been written. This is also an excellent opportunity to open a line of communication with the parent to listen to their concerns and goals for their child. Documenting these goals and concerns can support team discussions. It is also helpful to keep track of who communicated with the parent and the date for future reference.

## Description of Instruction and Date Instruction Started

This section identifies the evidence-based reading instruction the student will receive. Include instructional strategies, materials being used, group size, length of session and any other information that would clarify the scope, depth and intensity of the instruction. (Examples of quality interventions can be found within the FASTBridge system.)

Recording the exact date the instruction started will be helpful in future team meetings.

## Identify Progress Monitoring Method(s)

The purpose of progress monitoring is to ensure that the instruction is having the desired impact. This data will be important as the team meets to determine next steps. The team will identify the progress monitoring measures that will drive instructional decisions.

It is helpful to include grade-level probes that are aligned to the instructional area of concern. This provides an understanding of the student’s progress to grade-level benchmarks. It is also helpful to include additional data (assessment for learning) that more closely aligns with daily instructional goals. This data identifies whether the child’s instructional design is meeting the child’s instructional need.

A list of approved progressing monitoring measures ([Literacy Assessments Meeting the Requirements of 279.68](https://educate.iowa.gov/media/2735/download?inline=)) is available for local team decision making. These measures have been reviewed and meet minimum technical characteristics for monitoring student progress.

Graphed progress monitoring data is an essential part of a reading plan as it helps during team meetings when determining if instructional shifts need to be made in the instruction. By having the data available for team meetings and for parent review, better instructional decisions will be made for the student.

As a reminder and in alignment with the Early Literacy Implementation, approved progress monitoring tasks should be administered every week. Research states that progress monitoring should be administered every other week at a minimum. Administering progress monitoring tasks even more than every other week (i.e., weekly or even twice a week) has been found to increase the accuracy of trend estimates (School Psychology Quarterly, January et al., 2019). Less frequent administrations (e.g., once a month) has been found to lead to variable or “noisy” trends (School Psychology Review, January et al, 2018).

## Results of Instruction

It is important to check the student’s response to the instruction at a minimum of every 6-weeks in order to determine if instructional changes are needed to accelerate growth. This section captures the date of the check, the data used to measure fidelity to the instruction and student’s instructional progress, and any changes being made to the instruction based on the data. For additional guidance on best practices related to how to review data, determine appropriate progress, and fidelity tools please refer to the [Multi-Tiered System of Support webpage](https://educate.iowa.gov/pk-12/student-services/integrated-supports/mtss).

## Additional Considerations for Reading Instructional Services

As instruction is provided to the student to remediate their reading achievement gap, it is important that additional support is provided for the child to maintain access to grade level content. This section considers what support will be provided so that it can be easily communicated with others who will instruct the student.

## Parent/Guardian Resources

This section provides a list of resources to the parents to support the student’s reading needs at home. These may include general support and best practices or specific and individualized resources.

## Parent/Guardian Updates and Notifications of Results of Instruction

This section provides the date, method of contact, who contacted the parent/guardian and key discussion points. Progress monitoring information should be communicated to the parent/guardian each time the data are analyzed. Parents/guardians should be involved in all the decisions regarding modifications to interventions and related changes to a student’s instruction and interventions.

## Parent/Guardian Retention Information

This section relates to HF2618. The legislation listed below states when a student in grades Kindergarten through Grade 6 is not reading proficiently, the student’s parent or guardian shall receive written notice, which includes the right to retain the student.

NEW PARAGRAPH. c. (1) Each school district shall provide written notice to the parent or guardian of any student in kindergarten through grade six who is not reading proficiently of the student's level of reading or reading readiness. The written notice shall contain a description of the parent's or guardian's ability to request that the student be retained in the student's current grade level for the subsequent school year.

(2) A school district shall not promote a student who is not reading proficiently to the next grade level, and shall retain the student in the student's current grade level for the subsequent school year, if the student's parent or guardian submits to the school district a request that the student be retained in the student's current grade level pursuant to subparagraph (1).

## Model Personalized Reading Plan

### State of Iowa Student Personalized Reading Plan

### \_\_\_\_\_\_\_\_\_ Community School District

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student’s Name** | **Grade** | **Student ID#** | **School** | **Academic Year** |
|  |  |  |  |  |

### Historic Achievement Data:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Grade** | **Literacy Screening Data** | **Summative Assessment Data (if applicable)** | **Formative Assessment Data (diagnostic data)** | **Other Data** |
|  |  |  |  |  |

### Targeted Skill for Instruction:

Based on the assessment information, the student has the following area(s) of need: ☐ Letter Knowledge ☐ Phonemic Awareness  
☐ Decoding/Encoding ☐ Fluency ☐ Vocabulary/Comprehension ☐ Other (Data used for identification of skill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

### Targeted Reading Goal: (Describe the anticipated outcome the student will reach by the end of the school year.)

|  |
| --- |
|  |

### Person(s) Planning the Instruction:

|  |
| --- |
|  |

### Person(s) Implementing the Instruction:

|  |
| --- |
|  |

### Parent/Guardian Notification of Reading Concern and Reading Plan:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Method of Contact** | **Person(s) Who Discussed Concern with Parent/Guardian** | **Parent’s/Guardian’s Key Concerns/Goals** |
| Data | Data | Data | Data |

### **Description of Instruction:** (Identify the evidence-based reading instruction the student will receive. Include instructional strategies and materials being used, group size, length of session, and any other information that would clarify the scope, depth and intensity of the instruction.)

|  |
| --- |
|  |

### **Date the Instruction Started:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Identify Progress Monitoring Method(s): (Describe how progress will be monitored [e.g., progress monitoring tool, observation data, fluency quick read, word reading inventory, etc.] including frequency of progress monitoring.)

|  |
| --- |
|  |

### Results of the Instruction: (Record the results below or attach a graph or chart.)

|  |  |  |
| --- | --- | --- |
| **Date** | **Data/Results** | **Key Discussion Points (Including instructional fidelity check data and instructional changes needed.)** |
| Data | Data | Data |

### Additional Consideration for Reading Instructional Services: (Describe any additional services that are appropriate to accelerate the student’s reading skill development.)

|  |
| --- |
|  |

### **Parent/Guardian Resources:** (The strategies, resources, or materials listed below may support reading progress at home.)

|  |
| --- |
|  |

### Parent/Guardian Updates and Notification of Results of Instruction:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Method of Contact** | **Person(s) Who Updated Parent/Guardian** | **Key Discussion Points** |
| Data | Data | Data | Data |

### Date the written notification of retention was provided to the parent/guardian as an option: (if applicable) \_\_\_\_\_\_\_\_\_\_\_

### Parent/Guardian’s Response ☐ Yes ☐ No (if gathered)

## Example – Completed Personalized Reading Plan

### State of Iowa Student Personalized Reading Plan

### Example Community School District

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student’s Name** | **Grade** | **Student ID#** | **School** | **Academic Year** |
| Student A | 2 | ####### | Sample School | 2024-25 |

### Historic Achievement Data:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Grade** | **Literacy Screening Data** | **Summative Assessment Data (if applicable)** | **Formative Assessment Data (diagnostic data)** | **Other Data** |
| Kindergarten | * FAST Early Reading Comp. Score Spring Kind = 35 (Goal = 64) | NA | FAST Kind. PM Graphs Attached | Attendance = 90%  Behavior = 0 incidents |
| Grade 1 | * FAST Early Reading Comp. Score Spring Gr. 1 = 40 (Goal = 66) | NA | FAST Grade 1 PM Graphs Attached | Attendance = 95%  Behavior = 0 incidents |
| Grade 2 | * \*FAST CBMR Composite Score Fall Gr. 2 = 25 (Goal = 56) * \* FAST aReading fall Gr 2 = 425 (goal = 469) | NA | * PA Knowledge Test 100% * Letter Sound Knowledge Test 100%   *Additional Phonics Screening*   * CVC Words   + Initial Consonants =   + 100%   + Final Consonants =   + 35%   + Short Vowel Sounds =   + 40%   + Digraphs = 0%   + Blends = 40% | Attendance (Aug-Sept) = 100%  Behavior = 0 incidents |

### Targeted Skill for Instruction:

Based on the assessment information, the student has the following area(s) of need: ☐ Letter Knowledge ☐ Phonemic Awareness  
☑ Decoding/Encoding ☐ Fluency ☐ Vocabulary/Comprehension ☐ Other (Data used for identification of skill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

### Targeted Reading Goal: (Describe the anticipated outcome the student will reach by the end of the school year.)

|  |
| --- |
| The student has mastered his phonemic awareness and his letter sounds. He reads the initial sound of CVC words with accuracy. His decoding/encoding instruction will include the medial vowel sound and the final consonant sound. We will include digraphs and blends with this instruction. |

### Person(s) Planning the Instruction:

|  |
| --- |
| Teacher A and Instructional Coach B |

### Person(s) Implementing the Instruction:

|  |
| --- |
| Teacher A |

### Parent/Guardian Notification of Reading Concern and Reading Plan:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Method of Contact** | **Person(s) Who Discussed Concern with Parent/Guardian** | **Parent’s/Guardian’s Key Concerns/Goals** |
| September 13, 2024 | Phone Call | Teacher A | Not reading like his peers. His FAST test has consistently been below benchmark. He doesn’t seem to remember how to read the words the next day. |

### **Description of Instruction:** (Identify the evidence-based reading instruction the student will receive. Include instructional strategies and materials being used, group size, length of session, and any other information that would clarify the scope, depth and intensity of the instruction.)

|  |
| --- |
| Teacher A will meet with the student in a small group with two other students daily for instruction with our structured literacy program. This group will start on skill 15 as they have demonstrated mastery of the previous skills. The instruction will include explicit skill instruction followed by word practice with reading and writing included. The teacher will use magnetic letters, white boards, markers, paper and pencil. The instruction will include the reading and writing of sentences as well as the reading and rereading of short passages that match the skill. If errors are made during writing, the teacher will use cubes and Elkonin boxes to help the child transfer the sound to print. |

### **Date the Instruction Started:** \_\_\_Sept. 16, 2024\_\_\_\_\_\_\_\_\_\_\_\_

### Identify Progress Monitoring Method(s): (Describe how progress will be monitored [e.g., progress monitoring tool, observation data, fluency quick read, word reading inventory, etc.] including frequency of progress monitoring.)

|  |
| --- |
| Teacher A will collect daily data related to the reading and writing of the words for the pattern learned and previous mastered patterns. This data will be included on a chart. Teacher A will also collect weekly CBMR FastBridge data to measure progress. This will be graphed. |

### Results of the Instruction: (Record the results below or attach a graph or chart.)

|  |  |  |
| --- | --- | --- |
| **Date** | **Data/Results** | **Key Discussion Points (Including instructional fidelity check data and instructional changes needed.)** |
| Progress Check 9/23/24 | See graph | The daily data shows that this intervention is successful. The group works well together and supports each other. They are able to meet every day for 20 minutes Data |
| Progress Check 9/30/24 | See graph | The daily data shows that the group took slightly longer to master skill 17 (short i). Extra time was spent on this skill. The group is able to move on, but the teacher will review the skill at the beginning of every class to ensure the students remember. |
| Progress Check 10/7/24 | See graph | The daily data shows the students understand short a and short i without error, so daily reinforcement will move to once or twice a week. The next skills have gone smoothly. The rereading of the text process has worked well for this group. They now have several stories in their reread folder to draw upon during independent reading time. |
| Progress Check 10/14/24 | See graph | The daily data shows this group is progressing nicely. They are now on skill. The next short vowel will be presented for skill 23. We will be careful to add extra practice to differentiate between the three vowel sounds, so we will spend extra time on this skill. We will use the previous vowel chart right away to differentiate between the three sounds. The group still meets for 20 minutes every day. |

### Additional Consideration for Reading Instructional Services: (Describe any additional services that are appropriate to accelerate the student’s reading skill development.)

|  |
| --- |
| This student currently struggles with grade level reading. In order to support grade level reading, the student will be assisted by peers, the teacher and electronic reading. Scaffolds will be used for written work to ensure the student’s knowledge can be demonstrated. The student can choose to supply answers themselves or by having a peer, the teacher or another adult record the answers as needed. |

### **Parent/Guardian Resources:** (The strategies, resources, or materials listed below may support reading progress at home.)

|  |
| --- |
| When the student has practiced rereading a passage or sentences at least five times, a copy will be sent home for the parents to use for practice at home. It was explained to the parents that they can have a folder of the passages so that, eventually, the child can select from any in the folder. The parents were asked to reread passages at least three times a week for 10 minutes. The parents were also instructed to finish the reading by asking their child to write one or two sentences from the paper with single sentences. It was shared to watch for capital letters and ending punctuation. The parents will share if this is successful at home during parent-teacher conferences. |

### Parent/Guardian Updates and Notification of Results of Instruction:

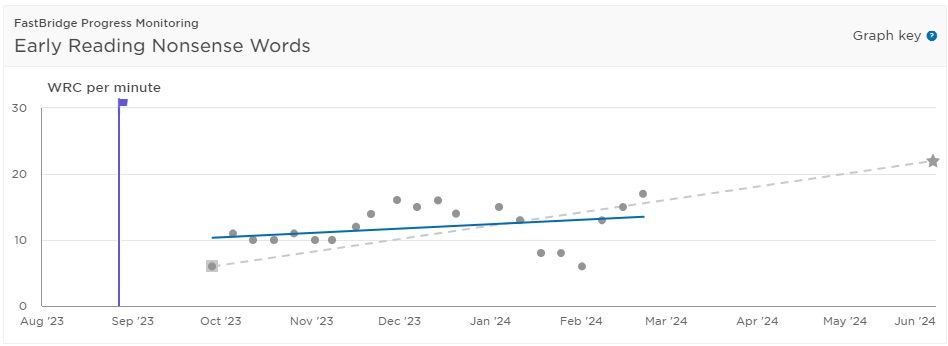
|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Method of Contact** | **Person(s) Who Updated Parent/Guardian** | **Key Discussion Points** |
| Data | Data | Data | Data |

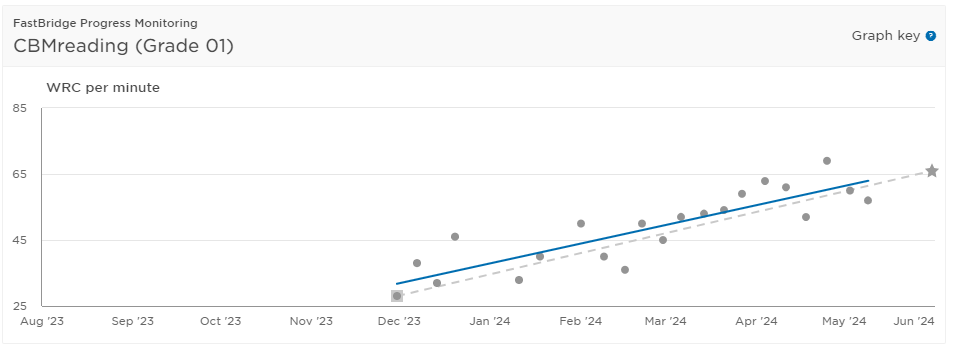
### Date the written notification of retention was provided to the parent/guardian as an option: (if applicable) \_\_\_\_\_\_\_\_\_\_\_

### Parent/Guardian’s Response ☐ Yes ☐ No (if gathered)

### Sample Graphs

(These graphs are not aligned with the example above.)





# Glossary of Key Terms

This section provides consistency in defining terms used throughout this document.

Comprehension - The ability to understand and process information being read or listened to.

Decoding - The process of seeing the grapheme(s) (letters) of a word and correlating it with the matching phoneme (sound) to translate the printed word to speech.

Diagnostic Assessment - Flexible process of gathering information to identify which skills and concepts to target during instruction. This process may or may not include formal testing information and should consider the setting, curricular and instructional needs, in addition to the student’s specific knowledge and skills.

Encoding - The process of breaking a spoken word down into phonemes (individual sounds) so that it can be written or spelled out using the correct graphemes (letters).

Evidence-based Reading Instruction - Practices for teaching the components of reading that are grounded in research. Evidence-based means that at least one peer-reviewed, high-quality study exists demonstrating statistically significant positive reading outcomes for students for the practice.

Formative Assessment - Formative Assessment is assessment FOR learning. It is a process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of core content. Formative assessment practices provide students with clear learning targets, examples and models of strong and weak work, regular descriptive feedback and the ability to self-assess, track learning and set goals. (Adapted from Council of Chief State School Officers, FAST SCASS)

Letter Knowledge - A student’s knowledge of the names of the letters of the alphabet, including uppercase and lowercase.

Phonemic Awareness - A student’s awareness of the individual speech sounds of a word (consonants and vowels) and a demonstrated ability to manipulate those sounds.

Progress-monitoring - Frequent, brief assessment using a measure sensitive to growth in the content area. This serves as a means of feedback for monitoring whether the student is closing the gap.

Summative Assessment - Summative Assessments are assessments OF learning and are given at a point in time to measure and monitor student learning. They provide the feedback to educators, students, parents and community members and are used to make adjustments in instructional programs, report student progress, identify and place students and grade students.

Universal Reading Screener - A test or assessment that helps teachers identify students who may be at risk of developing reading difficulties. It should be administered three times a year.

Vocabulary - The knowledge of and memory for word meanings.