Practitioner Guidance Document for Student Reading Plans

Student Reading Plan General Information:
Student Reading Plans will be developed for students whose results on VALLSS place them in the High-Risk category within the *Bands of Risk*. This risk band is determined by scores on the code-based subtests; however, if a student has *Instructional Indicators* in both code-based and language subtests, teachers should consider both when writing goals and objectives for the Student Reading Plan. While students who have *Instructional Indicators* in the language subtests only do not require a Student Reading Plan, teachers should use this data to help determine goals and objectives to support their instructional response.

Student Reading Plans will last one year and will be determined by beginning of the year VALLSS data. Each year, a new plan will be developed for students who score in the High-Risk category within the *Bands of Risk*. All students scoring in the High-Risk band, including students with IEPs/504s, will receive a Student Reading Plan. If students transfer to your school before the end of the fall VALLSS Assessment Period, give VALLSS and create a Student Reading Plan if they are in the High-Risk category.

Template Sections	Guidance for the Development of the SRP
Student Information	The student information section will include information about the student, the date of plan development, and parent notification/participation. The VLA requires that *"the parent of each student shall receive notice before services begin and a copy of the student reading plan."*
Area(s) of Identified Need	In this section, indicate the area(s) of need that were determined by the specific subtests within the screener data (e.g., if an *Instructional Indicator* was identified on letter sounds, check the Alphabet Knowledge box or if an *Instructional Indicator* was identified on ORF, check the Fluency box, etc.). Include information about the student's assessments in this section, including the specific subtests on VALLSS with *Instructional Indicators* and any additional diagnostic data that has been collected that and used to inform goal(s). The VLA states that students *"shall be assessed utilizing either the early literacy screener provided or approved by the Department or the grade-level reading Standards of Learning assessment again at the end of that school year."* Only *beginning of the year* VALLSS data is required on the Student Reading Plan.
Targeted Reading Goal(s) ***Note:** The number of targeted reading goals will be determined by the needs identified on VALLSS.	The VLA requires that Student Reading Plans include *"the goals and benchmarks for growth in reading."* Divisions may vary in how goal writing and the aligned progress monitoring for Student Reading Plans fit into their current systems and structures. The goal writing section of the Student Reading Plan template includes yearlong goals with the objectives that support growth toward this goal. The number of goals and objectives will be determined by student need(s). Guidance on prioritizing goals and objectives will be provided at the division level. If it is determined that more than two goals are needed for a student, an attachment can be added to the Student Reading Plan. Goals will typically last all school year and can be refined based on student progress. While the VLA does not require a cyclical process of review for Student Reading Plans to be updated, it is best practice to update goals and the targeted instruction to reflect student progress and instructional response over time.
Goal Statement(s)	Goal statements must describe the anticipated outcome the student is expected to reach in that specific area by the end of the school year. Consider making goal statements SMART (specific, measurable, attainable, relevant, and time-bound). A sentence frame for this could be "student will increase score from [baseline] to [target] on [measure/tool] by [date]."

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Objectives	Objectives are the teachable stepping stones that support growth towards the yearlong goal. The objectives will drive the progression of instruction and will be determined by the needs of the student based on the *Instructional Indicators*. A Student's ability to meet the objectives gives us information on progress toward the goal and how instruction may need to be adjusted.
Progress Monitoring Plan	The VLA requires that the Student Reading Plan includes a *"description of the specific measures that will be used to evaluate and monitor the student's reading progress."* Progress monitoring should be aligned to target the reading goal(s)/objective(s) and intervention provided. Progress monitoring can be formal (with the use of a normed progress monitoring tool) or informal (teacher created or embedded within intervention programming).
Targeted Intervention Details **Note:** This section should include the specific details of the intervention, including dosage, frequency, and the person responsible for each goal.	The Student Reading Plan should also *"document such reading intervention services"* and the *"specific evidence-based literacy instruction that the student will receive."* Intervention services should align with the student's identified area(s) of need, goal(s)/objective(s), and progress monitoring. Use the student's data to determine the starting point within an approved intervention program. The law states that this *"may include the following services for the student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or classroom teacher with support from an aide or extended instructional time in the school day or school year."* Per the Early Intervention Reading Initiative (EIRI), students at high risk of reading difficulty, as determined by screening or other data, should receive 2.5 hours of additional instruction per week for the entire school year. The distribution of time and scheduling of this 2.5 hours of additional instructional time is determined by the team creating the SRPs. You are encouraged to consider the student's needs and the most efficient and effective ways to deliver targeted instruction. Adjust the intervention based on student response after a predetermined intervention cycle is complete. This intervention cycle will be determined by the school or division and may vary based on the student and/or the intervention (i.e. 6-8 weeks).
Narrative for Student Progress and Next Steps	If the student demonstrates adequate progress towards reading goals, the intervention should continue until each instructional goal has been met. If the student meets a goal before the end of the school year, the teacher should continue to monitor the student's progress to ensure the student maintains the skill. If students are not demonstrating adequate progress toward reading goals after a pre-determined amount of time, increase the intensity of the intervention. Changes can be made to the intervention dosage, frequency, and/or additional intensification methods.
Additional Considerations for Reading Intervention Services	Use this section to document any additional services or plans to support the student with their reading development. This could include information on participation in outside tutoring, afterschool tutoring, considerations for social emotional needs, and other factors which may influence the student's progress.
Family Resources	The VLA requires divisions to provide strategies, resources, and materials to families that will support the student's reading progress. It also requires the VDOE to provide evidence-based literacy instruction resources to divisions for parents/guardians to support student literacy development at home.

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