



Student:	Grade:	Date:
Team Members:		

Summary of Progress: Please identify assessment used and attach documents	
Attendance/Days Absent:	
Progress Review Findings	
Identify what is working:	Identify new adjustments to be made:

Progress Review Decision		
<input type="checkbox"/> Student has met the reading benchmark for the skill: _____	<input type="checkbox"/> Some progress was made; intervention was somewhat successful in meeting student's needs.	<input type="checkbox"/> Little or no progress was made; intervention was not successful in meeting student's needs.
Next Steps: <input type="checkbox"/> Student no longer needs a reading plan. <input type="checkbox"/> Adjust plan to support next critical skill.	Next Steps: <input type="checkbox"/> Continue the intervention. <input type="checkbox"/> Consider adjustment to time, frequency, group size.	Next Steps: <input type="checkbox"/> Select a different intervention. <i>List Intervention(s)</i>
Comments:		
Re-evaluation date: _____		



Review of Read at Home Plan: Parents are an integral partner in the process for designing Individual Reading Improvement Plans and for selecting strategies that can be implemented at home to improve reading. (Indicate how support can be provided at home):

- Read with your child every day (even in the summer).
- Listen to your child read.
- Echo read (You read a line, then they repeat).
- Choral read (Read together at the same time).
- Reread or retell favorite stories.
- Talk to your child about the stories you have read
- Expose child to an array of books/Create an At Home Library
- Ensure on time and consistent attendance
- Ensure child completes homework nightly
- Communicate regularly with the teachers
- Attend educational parent meetings regarding the Read At Home plan and strategies for supporting child's reading development

Additional activities parents and students will commit to do to improve reading:

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Documentation of Parents Comments/Concerns:

Parent Signature:

Teacher Signature:

Principal Signature:

Other (if applicable):