**Appendix: Instructional Focus, Evidence-Based Strategies, and Progress Monitoring**

Complete one progress monitoring table for each component of reading addressed by this Reading Improvement and Monitoring Plan (not all students will require every component to be addressed through intervention).

This section represents four 10-week grading periods. Adjust this section to match the district or school’s grading periods and the frequency of progress monitoring (i.e. weekly, bi-weekly, etc.). This section should be reviewed and adapted as necessary throughout the school year.

|  |  |
| --- | --- |
| Area of Instructional Focus:  | ***Phonological Awareness*** |
| RIMP Code:  | [ ]  Explicit Intervention in Phonemic Awareness  |
| Instructor:Instructional Setting:[ ]  Individual[ ]  Small group[ ]  Large GroupFrequency and Duration (how many days per week and for how long):Progress Monitoring Tool:Progress Monitoring Frequency (i.e. Weekly, Bi-Weekly, etc.): | Department Approved Reading Intervention Program:Decision Making Rule (why was this strategy chosen for this student):Dates of Intervention: | **Observations:****Information from Progress Monitoring Tool:**  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Area of Instructional Focus:  | ***Phonics (Basic Phonics or Advanced Word Study)*** |
| RIMP Code: | [ ] Explicit Intervention in Sight Word Recognition | [ ] Explicit Intervention in Decoding | [ ] Multi-Modal Approach to Structured Literacy |
| Instructor:Instructional Setting:[ ]  Individual[ ]  Small group[ ]  Large GroupFrequency and Duration (how many days per week and for how long):Progress Monitoring Tool:Progress Monitoring Frequency (i.e. Weekly, Bi-Weekly, etc.): | Department Approved Reading Intervention Program:Decision Making Rule (why was this strategy chosen for this student):Dates of Intervention: | **Observations:****Information from Progress Monitoring Tool:**  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |

|  |
| --- |
| Area of Instructional Focus: ***Vocabulary/Oral Language*** |
| RIMP Code: | [ ]  Explicit Intervention in Sight Word Recognition | [ ]  Explicit Intervention in Vocabulary |
| Instructor:Instructional Setting:[ ]  Individual[ ]  Small group[ ]  Large GroupFrequency and Duration (how many days per week and for how long):Progress Monitoring Tool:Progress Monitoring Frequency (i.e. Weekly, Bi-Weekly, etc.): | Department Approved Reading Intervention Program:Decision Making Rule (why was this strategy chosen for this student):Dates of Intervention: | **Observations:****Information from Progress Monitoring Tool:**  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |

|  |
| --- |
| Area of Instructional Focus: ***Reading Fluency*** |
| RIMP Code: | [ ]  Explicit Intervention in Fluency |
| Instructor:Instructional Setting:[ ]  Individual[ ]  Small group[ ]  Large GroupFrequency and Duration (how many days per week and for how long):Progress Monitoring Tool:Progress Monitoring Frequency (i.e. Weekly, Bi-Weekly, etc.): | Department Approved Reading Intervention Program:Decision Making Rule (why was this strategy chosen for this student):Dates of Intervention: | **Observations:****Information from Progress Monitoring Tool:**  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |

|  |
| --- |
| Area of Instructional Focus: ***Reading Comprehension*** |
| RIMP Code:  | [ ]  Explicit Intervention in Comprehension | [ ]  Small Group Scaffolding of Complex Text |
| Instructor:Instructional Setting:[ ]  Individual[ ]  Small group[ ]  Large GroupFrequency and Duration (how many days per week and for how long):Progress Monitoring Tool:Progress Monitoring Frequency (i.e. Weekly, Bi-Weekly, etc.): | Department Approved Reading Intervention Program:Decision Making Rule (why was this strategy chosen for this student):Dates of Intervention: | **Observations:****Information from Progress Monitoring Tool:**  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |