

**Mapleton Public Schools  
Timeline and Procedures for Individual Literacy Plans (ILP's)**

ILP's are initiated for students who are not reading at grade level at the end of kindergarten through third grade. No students will be identified after May of third grade unless they enroll with an existing ILP from a previous school. For 4-10 students who are not on an ILP and need reading support, the building level Pyramid of Interventions will define appropriate actions. See the **Individual Literacy Plan Criteria Chart**. Here are the timeline and the procedures for completion of an ILP:

**September**

1. Record spring CSAP reading data (4-10).
2. Assess new enrollees with the MARA (K-3) or SRI (4-10).
3. Analyze all reading assessment data.
4. Determine K-3 newly enrolled student eligibility for ILP.
5. Identify students eligible for exit (4-10).
6. Verify information on ILP forms initiated in spring.
7. As needed, initiate new forms.
8. Implement the plan and place ILP in student literacy folder.

**October**

1. Contact parent and child for signatures and completion of their sections.
2. Obtain administrator's signature.
3. Maintain the ILP in the literacy folder.
4. Assess reading levels of new enrollees within a month of arrival  
(K-3: MARA; 4-10: SRI and possible further assessment).
5. For K-3 students who qualify, initiate, sign, and implement the ILP.

**November – December**

1. Monitor and adjust ILP as needed.
2. Assess reading levels of new enrollees within a month of arrival  
(K-3: MARA; 4-10: SRI and possible further assessment).
3. For K-3 students who qualify, initiate, sign, and implement the ILP.
4. Contact parents as needed.

**January**

1. Administer a midyear reading assessment  
(K-2: Running record with comprehension questions; 3-10: SRI).
2. Monitor and adjust ILP as needed.
3. Update parents and document contact.
4. For K-3 students who qualify, initiate, sign, and implement the ILP.
5. Assess reading levels of new enrollees within a month of arrival  
(K-3: MARA; 4-10: SRI and possible further assessment).

**February – April**

1. Monitor and adjust ongoing ILP as needed.
2. Assess reading levels of new enrollees within a month of arrival  
(K-3: **interim** MARA; 4-10: SRI and possible further assessment).
3. For K-3 students who qualify, initiate, sign, and implement the ILP.
4. Contact parents as needed.

**May**

**Grades K-3:**

1. Administer MARA.
2. Record spring reading scores, including third grade CSAP.
3. Analyze all spring assessment data and determine student status.
4. Update information, sign, and date the ILP. Record one of the following:
  - “Continue on an ILP”
  - “Met criteria for exiting”
  - “Replaced by an IEP” (List of students with IEP’s which include reading goals will be provided by the special education teacher.)
5. Third grade only, provide parents with written notification of the ILP status by including a letter in the report card.
6. Initiate ILP’s for qualified students (continuing and newly qualified) by completing the following sections of the form:
  - student name
  - student profile information
  - strengths and concerns
7. Maintain the ILP in the literacy folder.

**Grades 4-10:**

1. Update information, sign, and date the ILP. Record if applicable:
  - “Replaced by an IEP” (List of students with IEP’s which include reading goals will be provided by the special education teacher.)
2. Identify students who are possibly continuing on ILP’s.
3. Fourth grade teachers, transition to the secondary ILP form.
4. Initiate ILP’s for possibly continuing students by completing the following sections of the form:
  - student name
  - student profile information
  - strengths and concerns
5. Maintain the ILP in the literacy folder.

**Mapleton Public Schools**  
Criteria for **Entering and Exiting** an Individual Literacy Plan

**Background:**

The Colorado Basic Literacy Act, passed by the Legislature in 1996, requires an Individual Literacy Plan (ILP) for students who are reading below grade level. Student scores on the Mapleton Authentic Reading Assessment (MARA), the Stanford Diagnostic Reading Test (SDRT), the Scholastic Reading Inventory (SRI), and/or the Colorado Student Assessment Program (CSAP) are combined with classroom data to determine ILP qualification. A student is identified at the end of Kindergarten through third grade as needing an ILP. Once created, an ILP remains in effect through tenth grade or until the student has met the criteria for exiting from an ILP.

**Entrance: See attached Individual Literacy Plan Criteria Chart.**

ILP's are created by a collaboration among the building administrator, current teachers (including ELL, remedial, or special education), parent, and student. The purpose of an ILP is to support student reading improvement to facilitate academic success. If an ELL student is not proficient in English at the end of third grade, then she/he needs to be placed on an ILP until reading at or above grade level in English.

**ILP's are to be completed by teachers for each identified student by the end of September. Parent signature must be obtained by the end of October.**

Within a month (first quarter for fall kindergarten) of enrollment new students should be given a MARA (1-3) or an SRI (4-10). Results of the MARA or SRI combined with classroom data will determine the need for further assessment and/or intervention. New enrollees (K-3) who meet the criteria must have ILP's completed as soon as possible after the assessment. If a student transfers into Mapleton Public Schools with an ILP from a previous district\*, that ILP must be supported and maintained. For consistency and ease of use, the information for current grade should be transferred to Mapleton's ILP form. Prior plan should be stapled to Mapleton plan.

\*Office records clerk is responsible for notification per individual building procedure.

**Exit: See attached Individual Literacy Plan Criteria Chart.**

A student remains on an ILP throughout the applicable school year. K-3 students may exit in May based on spring reading data (English CSAP); 4-10 students may exit only the next fall. Meeting all of the established criteria will support a reasonable judgment that a student is reading at or above grade level. If a student has scored proficient or above in reading on CSAP in English, then an ILP is not required unless other measures in the body of evidence indicate a compelling need. Decisions must be made by a collaboration among the building administrator, current teachers (including ELL, remedial, or special education), parent, and student.

Adopted: April 8, 2004

LEGAL REFS: CRS 22-7-501 TO 505

**Mapleton Public Schools  
Individual Literacy Plan Criteria Chart**

<b>K – 2</b>	<b>3</b>	<b>4</b>	<b>5 – 10</b>
MARA score: Next grade level.2 in the language of instruction	MARA score: 4.2 in English	MARA score: 5.2 in English	Only for those students reading below 3.0
			SDRT - stanine 5 or higher (for students who read at least 3.0)
	End of year SRI: 500-800	End of year SRI: 600-900	End of year SRI: 5 - 700-1000 6 - 800-1050 7 - 850-1100 8 - 900-1150 9 - 1000-1200 10 - 1025-1250
	CSAP in English Proficient or Advanced	CSAP in English Proficient or Advanced  (Students in grade 4 cannot exit an ILP in the spring.)	CSAP in English Proficient or Advanced  (Students in grades 5-10 cannot exit an ILP in the spring.)
Professional judgment of building administrator and teachers (including ELL, remedial, and special education), supported by a body of evidence (demonstrations of grade level work, including Common Formative Assessments, in reading) which is consistently at or above grade level.	Professional judgment of building administrator and teachers (including ELL, remedial, and special education), supported by a body of evidence (demonstrations of grade level work, including Common Formative Assessments, in reading) which is consistently at or above grade level.	Professional judgment of building administrator and teachers (including ELL, remedial, and special education), supported by a body of evidence (demonstrations of grade level work, including Common Formative Assessments, in reading) which is consistently at or above grade level.	Professional judgment of building administrator and teachers (including ELL, remedial, and special education), supported by a body of evidence (demonstrations of grade level work, including Common Formative Assessments, in reading) which is consistently at or above grade level.