



# DataMap Closing, Deleting, and Printing RIMPs

## Closing RIMPs

**Note:** When you close a RIMP, this action cannot be reversed. Only intervention administrators can reopen and/or edit closed RIMPs.

1 Complete one of the following:

- If you are on the **RIMPs** screen, in the row of the student(s) for whom you want to close a RIMP, select the checkbox. Then, click **Close RIMP**.

Student	Grade	Prior Year	Program Code	Target Area	Start Date	End Date	On Track Status	Status	Attachments
<input checked="" type="checkbox"/> Alvarado, Gram	2	✓	151500 - Summer Reading Pr...	Comprehension	12/13/2018		Not On Track	Active	

- On the **General** tab, in the **Status** drop-down list, select **Closed**.

2 On the **Close RIMP** window that opens, enter an **End Date** in the field and select the **I am sure I want to close this RIMP** checkbox.

3 Click **Confirm**.

## Deleting RIMPs

**Note:** When you delete a RIMP, this action cannot be reversed.

1 Complete one of the following:

- If you are on the **Edit Student RIMP** screen, Click . Then, click **Delete**.
- If you are on the **Student Roadmap** screen, in the **RIMPs** section, click . Then, in the drop-down list that displays, select **Delete**.

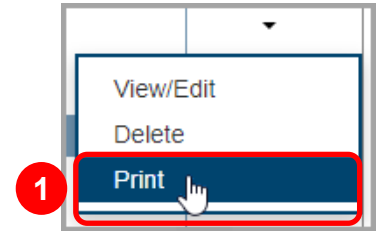
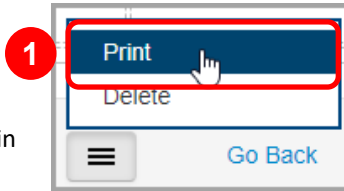
2 On the **Confirm Delete** window that opens, select the **I am sure I want to delete this record** checkbox.

3 Click **Delete**.

## Printing RIMPs

1 Complete one of the following:

- If you are on the **Edit Student RIMP** screen, click ☰. Then, click **Print**.
- If you are on the **Student Roadmap** screen, in the **RIMPs** area, click ▾. Then, in the drop-down list that displays, select **Print**.



2 (Optional) On the **RIMP Print Options** window that opens, if you want progress monitoring notes to display on the printed document, select **Yes**. (**No** is selected by default.)

3 Click **Print**.

4 On the print preview window that opens, click **Print**.

**READING IMPROVEMENT AND MONITORING PLAN**

**Alvarado, Gram**  
Student ID: 1505029  
Grade: 3

**On Track Status:** Not On Track  
**Providers:** Hernandez, Helen  
**Initial Screening Measure:** STAR 9/5/2018 Reading: 812  
**Additional Diagnostic Measures:** MAP 8/31/2018 Vocabulary Acquisition and Use RIT: 241  
SRI 8/24/2018 Lexile Score: 1006  
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MAP 8/31/2018 Vocabulary Acquisition and Use RIT: 241  
SRI 8/24/2018 Lexile Score: 1006

**Year End Summary:**  
The student reached the expected reading benchmark score of a 50 Star. Interventions were aimed at specific comprehension strategies, such as Notice and Note (non-fiction)

**Parent/Guardian Communication:**

Date	Action	Parent response	Additional Comments
9/18/18	Phone call: Spoke with Mom regarding nightly Reading. Conveyed the importance of Garrett bringing home his reading pouch.	Mrs. Brown will be checking to make sure Garrett brings home the pouch and does the necessary reading.	N/A
10/1/18	Phone call:		

**Reading Components**

**Comprehension**  
Program Codes: 151500 - Summer Reading Programs  
152500 - Extended Learning Time (Each Week)  
Instructional Setting: Small Group  
Frequency: 5  
Minutes Per Session: 5  
Progress Monitoring Tool: Star  
Progress Monitoring Frequency: Weekly  
**Progress Monitoring Measures:** STAR 9/5/2018 Reading: 812  
MAP 8/31/2018 Vocabulary Acquisition and Use RIT: 241  
SRI 8/24/2018 Lexile Score: 1006  
MAP 8/31/2018 Vocabulary Acquisition and Use RIT: 241  
SRI 8/24/2018 Lexile Score: 1006  
MAP 8/31/2018 Lexile Score: 1375  
STAR 9/5/2018 Reading: 812  
iReady 12/13/2018 45  
iReady 11/14/2018 37

**Parent/Guardian and Teacher Involvement**

I, **Helen Hernandez** (Teacher) have been involved in the development of this Reading Improvement and Monitoring Plan. I understand that I, or another designated teacher (signed below), will be providing research-based academic support in the area of reading during regular school hours to assist this student to read at grade level. I will conduct ongoing analysis of this student's reading progress and share this progress with the above signed parent/guardian.

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I, **Julia Alvarado** (Parent/Guardian) have been involved in the development of this Reading Improvement and Monitoring Plan. I understand that my child will be receiving academic support in the area of reading during regular school hours to assist my child to read at grade level. I understand that if my child does not attain the designated promotion score on the grade 3 English language arts test, and my child does not qualify for an exemption to retention, my child will be retained in third grade and provided intensive intervention in reading.

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