Individual Reading Improvement Plan (IRIP)

This document will provide Grade Level teams with a framework for developing Individual Reading Improvement Plans as stated in the Third-Grade Reading Legislation.

Author: Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI)
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Third-Grade Reading Legislation (H.B. 4822)

- House Bill 4822 effective on October 6, 2016
- Outlines requirements for Michigan Department of Education (MDE) and requirements for school districts with the intent of ensuring more students will achieve a score of at least proficient in English language arts on the third-grade state assessment

Individual Reading Improvement Plan (IRIP)

The development of an Individual Reading Improvement Plan includes the following guidelines:

- Any students in grade K-3 demonstrating a reading deficiency will have an individual reading improvement plan created by the teacher, principal, and parent along with any other pertinent school personnel
- Plan should describe the reading intervention services the students will receive to remedy the deficiency
- Plan will be in place within 30 days of the student demonstrating a reading deficiency
- Evidence-based core reading instruction is comprehensive and meets the majority of the general education classroom needs
- Intensive development of the five major reading components:
  - phonemic awareness
  - phonics
  - fluency
  - vocabulary
  - comprehension
- Instruction that is systematic, explicit, multisensory, and sequential
- Provided during school hours in addition to regular classroom instruction
- Provides parent or legal guardian with a “Read at Home” plan
## Potential Framework for IRIP

| Student Name: | Date: |
| Teacher: | Parent Communication: (see attached) |
| Plan Start date: | History: (See attached report for Benchmark History and/or Progress Monitoring Report from DIBELS.Net) |

### Individual Reading Improvement Plan

Record the agreed upon plan in the blank fields.

<table>
<thead>
<tr>
<th>Plan Type</th>
<th>Instructor</th>
<th>Focus of Instruction</th>
<th>Resource/Program</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level small group core instruction</td>
<td></td>
<td>(Identify all that apply: Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Plan #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Plan #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read at Home Plan</td>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Progress Monitoring Plan

Record the plan for monitoring reading progress in the blank fields.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Goal</th>
<th>Frequency</th>
<th>Decision Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify specific measure(s) that will be used for progress monitoring</td>
<td>Set a measurable goal</td>
<td>Identify how often progress monitoring data will be collected</td>
<td>Specify the decision rules for what to do when a student is making progress and when a plan would be updated or ended</td>
</tr>
</tbody>
</table>

### Plan Review

Review Date: (list date)

Status (select one):
- Continue Plan
- Update Plan (attach updated plan)
- Graduate Plan
IRIP Worked Example

Student Name: Annabel Gonzales
Teacher: Mrs. Metcalf
Plan Start date: 10/20/17
Date: 10/15/17
Parent Communication: (see attached)
History: (See attached report for Benchmark History and/or Progress Monitoring Report from DIBELS.Net)

**Individual Reading Improvement Plan**

Record the agreed upon plan in the blank fields.

<table>
<thead>
<tr>
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<th>Focus of Instruction</th>
<th>Resource/Program</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level small group</td>
<td>Mrs. Metcalf</td>
<td>Phonics – sound by sound blending (accuracy with letter sounds). Build automaticity with decoding routine</td>
<td>Decoding routine template, basic phonics (letter sounds, short vowels), explicit instruction</td>
<td>Daily for 20 minutes during small group</td>
</tr>
<tr>
<td>core instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Plan #1</td>
<td>Mrs. Smith</td>
<td>Phonics (decoding)</td>
<td>Phonics for Reading Level 1</td>
<td>Daily, 8:55 - 9:35 during intervention time</td>
</tr>
<tr>
<td>Intervention Plan #2</td>
<td>Mrs. Morrison</td>
<td>Phonics (decoding)</td>
<td>Phonics for Reading – same lesson as Smith, repeated practice</td>
<td>Daily 2:30 – 3:00</td>
</tr>
<tr>
<td>Read at Home Plan</td>
<td>Parent</td>
<td></td>
<td>Headsprout</td>
<td></td>
</tr>
</tbody>
</table>

Read at Home Plan

Parent

Headsprout

Sound /Word level fluency packets for weekly practice with graph. Morrison will provide.
Progress Monitoring Plan
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<th>Measure</th>
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</thead>
</table>
| DIBELS - Nonsense Word Fluency | 53 CLS, 13 WWR | Weekly | 3 times above target goal, begin ORF and continue intervention
| | | | Progress on aim line – continue intervention
| | | | Progress below aim line 3 times – ensure intervention is being implemented as planned and then update plan |

Plan Review
Review Date:
11/30/17
Status (select one):
- Continue Plan
- Update Plan (attach updated plan)
- Graduate Plan

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