

Individual Reading Instruction Plan

(IRIP)

Grades K-3

November 12, 2018

What is an IRIP:

- ▶ Written reading plan for students in grades K-3 who exhibit a delay in one or more components (phonics, phonemic awareness, comprehension, vocabulary or fluency) of reading based upon the results of the reading assessments (NWEA, Lexia Core5, or Fountas/Pinnell) selected by the district.
- ▶ Within 30 days after the identification of the reading delay, the IRIP is created by a team that includes the student's teacher, parents/legal guardian, principal and other pertinent school personnel. (Michigan Public Act 306 of 2016).
- ▶ The IRIP describes the reading interventions and services the student will receive to remedy the reading delay.
- ▶ The school would provide intensive reading interventions for each student, in accordance with the IRIP until the student no longer has a delay in reading.

Components of an IRIP

- ▶ Identify the student's specific diagnosed reading delay
- ▶ Determine goals and benchmarks for growth
- ▶ Develop specific supplemental instruction services that target the student's reading delay
- ▶ Adjust Tier 1, Tier 2 and Tier 3 instruction to meet the needs of students
 - ▶ Tier 1: Core instruction that all students receive in the classroom
 - ▶ Tier 2: Additional instruction delivered to small groups who need more support, additional time, or instruction in a different way
 - ▶ Tier 3: Extremely targeted instruction delivered to small groups or individual students who need more support, additional time, or instruction in a different way; increase in duration and frequency from Tier 3

Tier 3

- Small Group (4-5x/week)
- Targeted and intense intervention in small homogenous groups

Tier
3

Tier 2

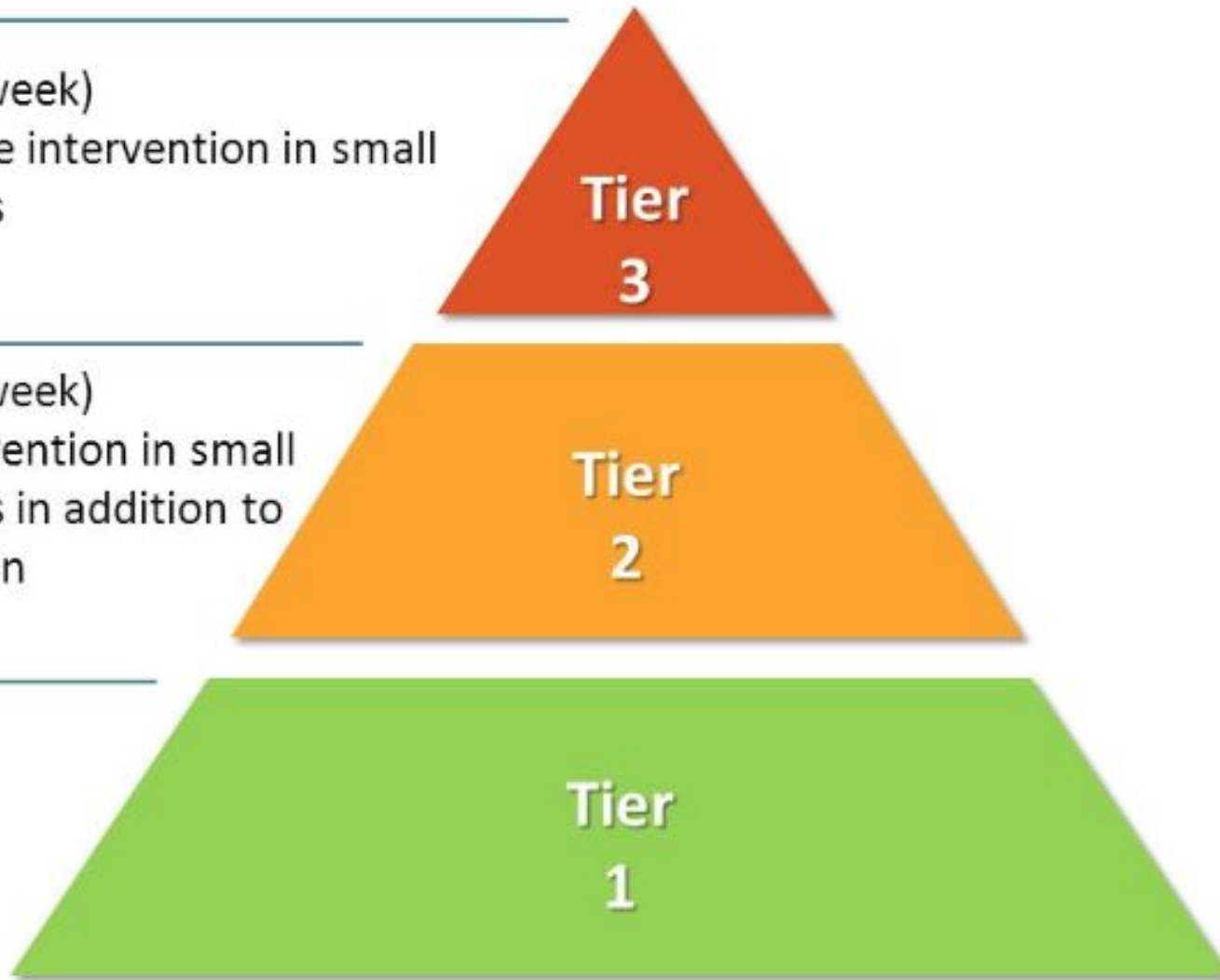
- Small Group (2-3x/week)
- Supplemental intervention in small homogenous groups in addition to classroom instruction

Tier
2

Tier 1

- Whole Group
- Quality classroom instructional interventions

Tier
1



Identification

- ▶ Three data points are used to identify students for an IRIP:
 - ▶ NWEA/MAP Assessment Score (This is our district extensive assessment)
 - ▶ Fountas and Pinnell Benchmark Assessment System
 - ▶ Lexia Core5
- ▶ Students qualify if they perform below grade level on any TWO of these assessments.
- ▶ Teachers, principals, and Impact Coaches identify students who need IRIPs using this data

Digging Deeper

- ▶ Once students are identified, we work to pinpoint which of the following areas are responsible for the reading delay.
- ▶ To do this, we administer the NWEA Screener (our intensive assessment) and other assessments to gather more data



Developing an IRIP

- ▶ Once students and their areas of delay are identified, a team meets to develop the preliminary plan. The team may include the principal, teacher, parent, Impact Coach, and Title I teacher/interventionist depending on the building and the resources and staff available there.
- ▶ The team selects research-based interventions, determines who will deliver them and how often.
- ▶ In most buildings, teachers meet with parents at the Fall conference to review the plan, receive additional parent input, and set up a read-at-home plan together. The plan is finalized when parents sign it.

Monitoring Student Progress

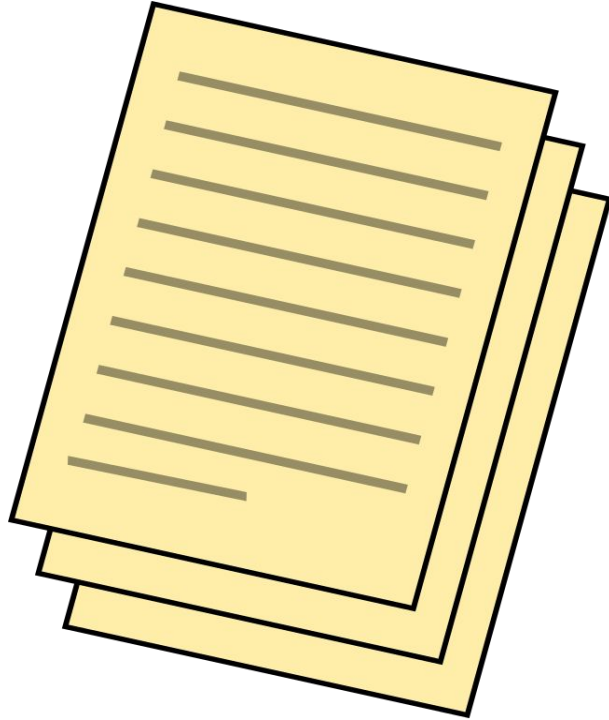
- ▶ Progress is monitored informally at the classroom level weekly by the teacher, Impact Coach, interventionist, and/or Title I teacher.
- ▶ Teams meet more formally every 4-6 weeks to monitor progress and adjust interventions accordingly. This happens in PLC or grade level meetings—the process varies from building to building.
- ▶ IRIP meetings with parents are held again after benchmark testing is complete in March at the Spring conference, and again in May.
- ▶ IRIP plans can be discontinued at any time when student data shows that the reading deficiency is no longer present.

Interventions

- ▶ A variety of interventions are used in buildings across the district, including
 - ▶ Guided Reading groups with Leveled Language Intervention kits
 - ▶ Teacher-Directed PALS
 - ▶ Snap Words
 - ▶ Energizing Education
 - ▶ Lexia Support Lessons
 - ▶ After school programs (in some schools)
 - ▶ Small group, targeted instruction with teachers or interventionists
- ▶ These are chosen based on the needs of the student
- ▶ They are delivered by the teacher, parapro, interventionists, Impact Coaches, and Title I teachers

Interventions, cont'd

- ▶ Coming soon...An application for an Additional Time grant has been submitted that would allow us to offer an after school program to provide additional instruction and support for students with an IRIP.



Teacher Responsibility and Time: Assessment

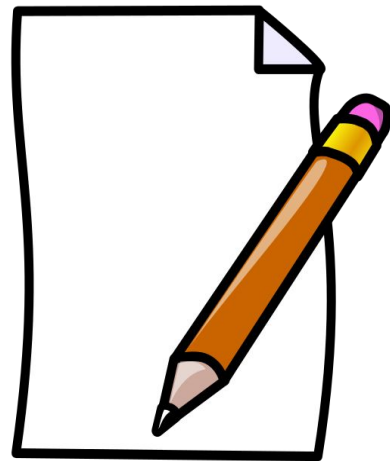
Assessment	Who does it?	Additional time required
Fountas and Pinnell	Teachers	None—this is already part of our district assessment plan
NWEA	Teachers, coaches, and paraprofessionals	None—this is already part of our district assessment plan
Lexia Core 5	Students	None--data is generated by the program as students use it
NWEA screener	Teachers, principals, interventionists, or Impact Coaches, depending on the building	30 min per student, but this is a computer assessment—several can take it at once.

Teacher Responsibility and Time: Meetings

- ▶ This also varies from building to building
- ▶ The district calendar was adjusted this year so that fall and winter parent IRIP meetings can take place during scheduled parent teacher conferences if additional time is scheduled. Most buildings took advantage of this in the fall of 2018.
- ▶ Other buildings still held fall IRIP meetings separate from the parent conference.
- ▶ Spring parent IRIP meetings are held in late May/early June. Most schools do this as part of the ASSIST process—during the day with a sub covering classrooms.

Teacher Responsibility and Time: Paperwork

- ▶ **IRIP Paperwork and Letters:** This varies from building to building.
 - ▶ Impact Coaches (IC) generate letters and IRIPs with the assistance of the teacher in buildings who have them
 - ▶ In some buildings without an IC, the reports are generated by the principal OR teachers do the majority of this work. This can take several hours if being done by hand.



The Good News

- ▶ The good news? IRIP forms and letters no longer need to be generated by hand. Thanks to a report created in Illuminate (data warehouse) by Jasper Lusby. This will save a great deal of time for teachers and IRIP teams. These reports:
 - ▶ Populate data from other sources automatically
 - ▶ Allow for fields to be filled out for all students with a single entry
 - ▶ Can be used to generate the IRIP report and all letters
- ▶ In buildings where this process was used this year, IRIP forms were completed within an hour. Letters were printed in approximately 10-15 minutes.

Questions/Comments

