



# Individual Reading Improvement Plan & Read at Home Plan Process and Implementation





# What does the law say about Individual Reading Improvement plans?

- All students in K-3 who are below benchmark on the composite score for the three times a year screener must have an individual reading improvement plan created
- Since the law does not impact 2nd and 3rd graders, we will focus on K-1 for the 2017-18 school year (K will begin plans within 30 days of winter benchmarking)
- Plan must be created by the parent, teacher, administrator, and other important staff for implementation
- Ideas can be shared via email, mail, phone, etc.
- Documented plan must be created within 30 days of identification



# What does the law say about Individual Reading Improvement plans?

- Parents must sign their approval or dissenting opinions of the plan
- The process will also include sharing of tools for parents to utilize at home for support (will be covered later in presentation)
- The IRIP template was created by the Third Grade Reading group through Eaton RESA during the 2016-17 year
- The group will reconvene this year and collect feedback around the tool for revisions for 18-19 year



# What does the law say about Read at Home plans?

- All students in K-3 who are below benchmark on the composite score for the three times a year screener must have a Read at Home plan
- Since the law does not impact 2nd and 3rd graders, we will focus on K-1 for the 2017-18 school year
- Plan must be created by the teacher
- Ideas can be communicated via email, mail, phone, etc.
- Plan must be created and shared along with the IRIP within 30 days of identification




# What does the law say about Read at Home plans?

- Plan must include regular home reading (goal 1)
- Plan also must target student's deficit area(s) determined by the screener and/or diagnostic (goal 2)
- Goal 3 is optional
- Plan must include training opportunities for parents to attend around the five big ideas of reading (Eaton County will focus on phonemic awareness, phonics, and vocabulary for 17-18)
- Documentation of efforts to engage parent(s) must be made in overall reading supports



# Individual Reading Improvement Plans

 **Individual Reading Improvement Plan**

Student: \_\_\_\_\_  
Birthdate: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Parents/Guardians: \_\_\_\_\_ Teachers: \_\_\_\_\_ Others: \_\_\_\_\_  
Date of Fall Review(s): \_\_\_\_\_ Date of Winter Review(s): \_\_\_\_\_ Date of Spring Review(s): \_\_\_\_\_

**Area(s) of Concern**

Check any areas of concern. Document specific concern beginning with most critical need.  
\*\*Reading intervention plan must be implemented within 30 days of identification of reading deficiency.  
Address most critical concern from left in more detail.

Phonemic Awareness  
 Phonics  
 Vocabulary  
 Reading Fluency  
 Reading Comprehension

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reading Achievement Data**

Composite Score	Benchmark Goal			
	Fall	Winter	Spring	
Sub-Skills:				
First Sound Fluency	F	W	S	
Letter Naming Fluency				





# Completing an Individual Reading Improvement Plan

- Gather your class list of all students who scored below benchmark on the composite
- For all of the below benchmark students, work with the title teacher(s) to complete a phonological awareness and/or phonics diagnostic to determine 1) the specific area(s) of need, and 2) to verify needed support and mastered skills
- Based on diagnostic, students who are proficient can be removed from the list



# Completing an Individual Reading Improvement Plan

- Go to the Eaton County Third Grade Resources <http://bit.ly/2uayg2B>
- Click on the Teacher link (check out the other pages as well - but for now the teacher link)
- Download either the printable or fillable IRIP to complete
- Save the template to a safe place
- Complete the items on the template that are the same for all of your class - grade, school, teacher, date of fall review, F/W/S Benchmark Goals, and Fidelity of Reading Instruction



# Completing an Individual Reading Improvement Plan

- Click save and name the file as your master template and include the date (example: IRIP.Individual Reading Improvement Plan.09/2017 Master)
- Choose your first student and find their student number
- Do a “save as” and save the file with first initial.lastname.UICstudentnumber.IRIP (example: S.Griffin.687095.IRIP)

# Completing an Individual Reading Improvement Plan

- Complete the top portion of the form
- Using their universal screening data and diagnostic data, check the box(es) that are of concern
- On the right side choose one area to address in more detail - note - the area should be the highest box checked - ie. if phonemic awareness is checked, then that is the top area of concern and would need to be addressed first

# Completing an Individual Reading Improvement Plan

- Using the student's universal screening data, complete the Reading Achievement Data section under Fall
- Phonics Diagnostic - skip this section unless you are a 2nd or 3rd grade teacher
- Consider and add any additional data that may need to be added to the Additional Data section
- Check all factors that currently may impact the student's performance (remember keep in mind parents will see this - so be tactful on additional comments/factor(s))

# Completing an Individual Reading Improvement Plan

- Meet with the Special Education/Title 1 teacher or interventionist to determine how the Evidence-Based Intervention(s) to be Implemented section will be completed
- Fidelity of Reading Instruction was completed earlier
- Progress Monitoring Plan - work with your Title 1 teacher/interventionist/special education teacher to determine who is progress monitoring and on what skill in order to complete this section

# Completing an Individual Reading Improvement Plan

- Progress Review - this section should be completed 6-8 weeks from implementation of the intervention - determine this date with your Special Education/Title 1/Interventionist staff
- Add the date(s) to monitor the student's progress to your calendar
- When you meet/communicate with the parent, complete the Parental Notice section OR staple a copy of the parent communication log to this section

# Completing an Individual Reading Improvement Plan

- Sign the last section and obtain all appropriate signatures
- Check the box for whether the Read at Home plan was shared and reviewed with the parent during this initial meeting/phone conference/etc.



# Read at Home Plans

A tilted image of a "Read-At-Home Plan" form. The form includes the Eaton logo at the top left and the title "Read-At-Home Plan" at the top right. It has sections for "Student Information" and "Area(s) of Need (Select all that apply)".

**Student Information:**

Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Screening Assessment: \_\_\_\_\_  
Screening completed in the: Fall  Winter  Spring

**Area(s) of Need (Select all that apply):**

- Phonemic Awareness: Hear, recognize & manipulate sounds in words
- Phonics: Learn letter & sound relationships – blending sounds to read word
- Reading Fluency: Accuracy & automaticity
- Vocabulary: Word Meanings
- Reading Comprehension: Understanding what is read





# Completing a Read at Home Plan

- Go to the Eaton County Third Grade Resources <http://bit.ly/2uayg2B>
- Click on the Teacher link (check out the other pages as well - but for now the teacher link)
- Download either the printable or fillable Read at Home Plan to complete
- Save the template to a safe place



# Completing a Read at Home Plan

- Complete the items on the template that are the same for all of your class - teacher, grade, screening assessment, and check the Fall box for when this screening was completed
- Choose the most critical foundational skill (ie. not comprehension since in K-1 phonemic awareness and phonics take instructional priority over comprehension)

# Completing a Read at Home Plan

- Click save and name the file as your master template and include the date (example: RAHP.ReadatHomePlan.09/2017 Master)
- Choose your first student and find their student number
- Do a “save as” and save the file with first initial.lastname.UICstudentnumber.RAHP (example: S.Griffin.687095.RAHP)

# Completing a Read at Home Plan

- Complete the top portion of the form
- Using their universal screening data and diagnostic data, check the box(es) that are of concern
- In order to complete the activity and goal area, use the student's data to determine what the best activities would be
- Remember to focus on the lowest critical skill to help build the foundation first
- Use the ERESA website for suggestions under the topic headings to help guide your choices

# Completing a Read at Home Plan

- As you are choosing activities, please remember to consider materials the child may or may not have at home, the length of time it would take a parent, the location needed for a parent to complete this task (can they do it while driving in the car or do they have to sit next to their child?)

# Completing a Read at Home Plan

- Determine how you would like “evidence” of home literacy support shared with you as the classroom teacher - (i.e. home reading response log or journal - it would be nice if this was consistent across a school or grade level for parents who have multiple children (please try to pick something that is not overly cumbersome - we suggest maybe a bi-monthly or monthly way instead of having to account every week for ease of parents and students and teacher collection)

# Completing a Read at Home Plan

- Check with the building administrator on the Parent Training Workshop dates for the county
- Parents can attend any of the trainings being offered at any school anywhere in the county
- Verification of parent attendance will be given to you once a parent has attended to complete the last section
- Schedule a phone conference/meeting with the parent/student to discuss the Read at Home plan
- Have the student and parent sign off their agreement