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
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
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