Individualized Reading Plan {IRP}

The 3rd Grade Reading Legislation is in place to ensure that your child is reading on grade-level by the time they are finished with third grade. Reading is an essential skill for a successful and positive academic experience. Based on assessment data, your child has been identified as deficient and/or at-risk of not reading on grade-level. The following IRP is being developed in response to your child's needs in reading. This plan will describe important reading information and interventions that will be provided to your child. Interventions will be provided until your child no longer shows signs of a reading deficiency and is reading on grade-level.

According to the State of Michigan's House Bill #4822, if, by the end of 3rd grade, students achieve a reading score that is more than one-grade-level behind (as determined by the Michigan Department of Education through 3rd grade state English language arts assessments), they will not be enrolled in grade 4.

Student's Name:	School:	Grade:
Teacher's Name:	Date of Plan:	

Student Strengths

Reading Assessment Screener (NWEA)

Student RIT Score	RIT Grade-Level Expectation	Placement Identification
Fall:	Fall:	☐Tier 1 (Benchmark) ☐Tier 2 (Strategic) ☐Tier 3 (Intensive)
Winter:	Winter:	☐Tier 1 (Benchmark) ☐Tier 2 (Strategic) ☐Tier 3 (Intensive)
Spring:	Spring:	☐Tier 1 (Benchmark) ☐Tier 2 (Strategic) ☐Tier 3 (Intensive)

Diagnostic Assessment Indicator (DIBELS) *check areas in which students did not obtain benchmark

Kindergarten				**1st Grade**				**2nd Grade**				**3rd Grade**		
Beg ☐LNF	Middle ☐LNF ☐PSF ☐NWF	End ☐LNF ☐PSF ☐NWF		Beg ☐NWF	Middle ☐NWF	End ☐NWF		Beg ☐NWF	Middle ☐ORF	End ☐ORF		Beg ☐ORF	Middle ☐ORF	End ☐ORF

ISF=Initial Sound Fluency, LNF=Letter Naming Fluency, PSF=Phoneme Segmentation Fluency, WUF=Word Use Fluency, NWF=Nonsense Word Fluency, ORF=Oral Reading Fluency

Developmental Reading Assessment (DRA) 2/MLPP (K only)

Student's DRA2 Level

Fall: Winter: Spring:

End-of-Year Grade Level DRA2 Expectations

K=4   2=28

1=16   3=38

Area(s) of Reading Deficiencies

- ❏ Phonemic Awareness: *The ability to hear and distinguish sounds.*
- ❏ Phonics: *The ability to understand the relationship between letters and the sounds they represent.*
- ❏ Fluency: *The ability to read with sufficient speed to support understanding.*
- ❏ Vocabulary/Oral Language: *The students' knowledge of, and memory for, word meanings.*
- ❏ Comprehension: *The ability to understand and draw meaning from text.*

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Intervention Services Recommended

- ❏ Small Group Instruction
- ❏ Progress Monitoring

- ❏ Intervention Block Group
- ❏ Second Intervention Block Group
- ❏ Other _____

- ❏ Extended Day Program
  - ❏ Accepted
  - ❏ Declined

Core Reading Instruction Description

K-3 students are provided differentiated instruction using the *Wonders* reading program integrated with the reading workshop model. Wonders is a comprehensive ELA program that is designed to meet the challenges of today's classroom and reach all learners. Combined with reading workshop, students will receive instruction that will build a strong literacy foundation, provide collaborative conversations about reading, and meet their grade-level needs as well as their individual needs.

Parent Involvement

Verbal Notification of Student Identification
☐Yes   ☐No

Provide information for IRP?
☐Yes   ☐No

Provided with a "Read at Home" Plan
☐Yes   ☐No

Provided with a copy of IRP?
☐Yes   ☐No

Progress Monitoring Review

Benchmark Cycle	Impact of Intervention: Interventionist Comments
Middle	
End	

End of Year Status and Recommendations

☐The student has **met growth projections** (NWEA), **met benchmark** (DIBELS), and **met DRA2 grade-level expectations** for two or more benchmark assessments and should not be placed in further interventions next year.

☐The student has **made progress** in meeting growth projections (NWEA), meeting benchmarks (DIBELS), and meeting DRA2 grade-level expectations but is still considered to have reading deficiencies and should receive further interventions next year.

☐The student has **not made progress** in meeting growth projections (NWEA), meeting benchmarks (DIBELS), and meeting DRA2 grade-level expectations and is still considered to have reading deficiencies and should receive intensive interventions next year.

Signatures

Teacher	Date of Initial Plan	Date Mid-Year	Date End-Year

Building Administrator	Date of Initial Plan	Date Mid-Year	Date End-Year

Parent	Date of Initial Plan	Date Mid-Year	Date End-Year