Individualized Reading Improvement Plan (IRIP)

Elementary School

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| Student: XXXXXXXXXX | Benchmark Cycle: (circle) Fall | Parent/Guardian: |
| Teacher: | School Year: 2017-2018 | Grade: 2 |

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| Student Assessment Information | | | |
| Screener:  Measures of Academic Progress (MAPS/NWEA) | Date Administered:  9/7/17 | Student’s RIT Score:  161 | Grade-Level Norm (Fall, Winter, Spring):  ☐Kindergarten- 141, 151, 158            ☐First Grade- 160, 171, 177  x Second Grade- 174, 184, 188          ☐Third Grade- 188, 195, 198 |
| Diagnostic:  Developmental Reading Assessment (DRA2)/Michigan Literacy Progress Profile (MLPP) | Date Administered:  8/30/17 | Student’s Reading Level or Letter-Sound Scores:  independent reader at 4 | Grade Level Expectation (Fall, Winter, Spring):  ☐Kindergarten- 33 letter names, DRA level 2, DRA level 4  ☐First Grade- DRA level 4, DRA level 10, DRA level 16  x Second Grade- DRA level 16, DRA level 20, DRA level 28  ☐Third Grade- DRA level 28, DRA level 34, DRA level 38 |

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| What does your data dialogue from your assessment systems tell you about this student?  XXXXXXX recognizes and self-corrects some errors. She uses some decoding strategies. At times she waits to be told words. At her current level (4) although she passed the comprehension portion she scored lowest in reflection. Her NWEA RIT score was in the 33%. XXXXXXXX knows 41 of 190 of her high frequency words. When writing she has difficulty stretching words to spell them. | |
| Are there other factors that may affect student’s performance? (indicate) XXXXXXXX is a tentative and timid reader. Her mom reports her reading and knowledge of high frequency words is much higher at home. I’ve seen a recording of XXXXXX reading at home and she appears to be much more confident and capable. | |
| Strengths:   * XXXXXX recognizes and self-corrects some errors. * She uses some decoding strategies. * XXXXX’s NWEA score (done on her own) is higher than what her DRA score (done with a person) would lead me to expect. | Area(s) for Growth:  ☐   Phonemic Awareness: *Ability to hear and distinguish sounds.*  x   Phonics: *Ability to understand relationship between letters & sounds they represent.*  x   Fluency: *Ability to read with sufficient speed to support understanding.*  ☐   Vocabulary/Oral Language: *Knowledge of, and memory for, word meanings.*  x   Comprehension: *Ability to understand and draw meaning from text.*  x Writing: *Ability to use mechanics in writing OR ability to compose quality writing*  ☐   Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Student Learning Goal(s):   * learn high frequency words on an average of at least 19 a month to know all 190 by the end of second grade. * use all of her decoding strategies and not appeal for help | |
| Evidenced Based Intervention and Progress Monitoring Plan: Who, What, How Often, Duration:   * small group intervention daily - weekly running record by Mrs. Roys or Mrs. Bielby, quarterly DRA testing by Mrs. Roys * high frequency word practice daily - tested weekly by Mrs. Roys | |
| Parent/Guardian Notification: x Letter ☐ Phone Call ☐ Verbal | Home Plan Provided: ☐ Parent Guide ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Parent/Guardian Collaboration Date: |
| Results of Intervention (leave blank until end of cycle; attach additional data or graphs, if applicable): | |