

## Vicksburg Community School Individual Reading Improvement Plan (IRIP)

STEPS TO FOLLOW	DESCRIPTION OF STEP	PERSON RESPONSIBLE
<b>STEP 1</b> ☐	With support, all teachers will ensure that Vicksburg Community School's evidence-based comprehensive core reading program, ReadyGEN, and any comprehensive intervention reading programs are implemented with fidelity.	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Instructional Coach</li> <li>● Principal</li> </ul>
<b>STEP 2</b> ☐	<p>All students will be assessed with STAR Reading or STAR Early Literacy, a minimum of 4X year.</p> <p>Any student scoring below the benchmark on the universal screener will be administered grade-level STAR Reading CBMs, a minimum of 4X/year. (see <a href="#">Administration Guidelines for STAR CBM</a>)</p>	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Building Assessment Coordinator</li> </ul>
<b>STEP 3</b> ☐	All students falling below the proficient benchmark on STAR Reading or STAR Early Literacy (see table below), will be diagnostically assessed using STAR/SEL.	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Interventionist</li> </ul>
<b>STEP 4</b> ☐	After data analysis, students who exhibit a reading deficiency, as defined by <a href="#">VCS Early Literacy Plan</a> , will be provided with an Individual Reading Improvement Plan (IRIP) created by the student's teacher, school principal, parent/guardian, and any other pertinent school personnel, <u>within 30 school days of being identified</u> . This plan will provide written notice to the parents/guardians AND provide tools to assist the parents to engage in intervention and address or correct any barrier at home (Read at Home Plan).	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Principal</li> <li>● Parent/Guardian</li> <li>● Other pertinent school personnel</li> </ul>
<b>STEP 5</b> ☐	<p>School personnel will provide intensive reading intervention for each student identified as having a reading deficiency until the student no longer has a reading deficiency. This intervention will, at a minimum:</p> <ul style="list-style-type: none"> <li>✓ Allows the student to read at grade level, including intensive development in the five major reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension</li> <li>✓ Is systematic and explicit, multisensory, and sequential</li> <li>✓ Is implemented during regular school hours (in addition to regular classroom reading instruction)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Principal</li> <li>● Interventionist</li> <li>● Paraprofessional</li> </ul>
<b>STEP 6</b> ☐	<p>All students who have an active IRIP:</p> <ul style="list-style-type: none"> <li>✓ Will be progress monitored using STAR Reading CBMs, a minimum of 1X/month</li> <li>✓ Have IRIP reviewed a minimum of 3X/year.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Principal</li> <li>● Parent/Guardian</li> <li>● Other pertinent school personnel</li> </ul>
<b>STEP 7</b> ☐	<p>A copy of the IRIP has been provided to the parent and placed in the student's CA-60. Access to the IRIP in print and/or digitally has been provided to personnel responsible for the implementation of the plan.</p>	● Classroom Teacher
	The <a href="#">Early Reading Deficiency spreadsheet</a> (list of students with an IRIP) has been updated.	● Interventionist

**SECTION 1: STUDENT INFORMATION**

**Date:**

**Student:**

**Teacher:**

**School** *(please select)*:  Indian Lake Elementary  Sunset Lake Elementary  Tobey Elementary

**Grad** *(please select)*:  Begindergarten  Kindergarten  1st-Grade  
 2nd-Grade  3rd-Grade

**Initial Meeting Date:** **2nd Meeting Date:** **3rd Meeting Date:**

**Attendee Initials:** **Attendee Initials:** **Attendee Initials:**

<input type="checkbox"/> Certified Mail	<input type="checkbox"/> Certified Mail	<input type="checkbox"/> Certified Mail
<input type="checkbox"/> Email	<input type="checkbox"/> Email	<input type="checkbox"/> Email
<input type="checkbox"/> In-Person	<input type="checkbox"/> In-Person	<input type="checkbox"/> In-Person
<input type="checkbox"/> Telephone	<input type="checkbox"/> Telephone	<input type="checkbox"/> Telephone

**SECTION 2: STUDENT STRENGTHS AND INTERESTS (INCLUDING PARENT INPUT)**

**SECTION 3: READ AT HOME PLAN** (See also: [Kalamazoo County Read at Home Resources](#))

Date:

Plan and Materials Provided with a Read at Home Plan	Parent Comments/Concerns

**SECTION 4: ASSESSMENTS** (End of Year--Attach STAR/SEL Student Progress Monitoring Sheet)

Assessment Type	Assessment Name	Date (click to select date)	Percentile Rank	Results (After 1st PM)
<input type="checkbox"/> Universal Screener <input type="checkbox"/> Diagnostic Assessment <input type="checkbox"/> Progress Monitoring	<input type="checkbox"/> STAR Early Literacy <input type="checkbox"/> STAR Reading <input type="checkbox"/> STAR Reading CBM <input type="checkbox"/> Other	<div style="background-color: #e0e0e0; padding: 2px; border: 1px solid #ccc; display: inline-block;">Sep 19, 2022</div>		<input type="checkbox"/> Adequate progress was made; intervention was successful in meeting the student's needs. This student will be returned to Tier 1. <input type="checkbox"/> Some progress was made; intervention was somewhat successful in meeting students' needs. The student will continue intervention with the addition of an alternate intervention provided <input type="checkbox"/> Adequate progress was not made; the intervention was not successful in meeting the student's needs. The intervention will be adjusted.

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**SECTION 5: READING DEFICIENCY AND INTERVENTIONS** Select from VCS Intervention Resource--Master

Reading Deficiency	Intervention Program	Days/Week	Minutes/Day	Group Size	Start Date	End Date	Person Responsible

**SECTION 6: SIGNATURES**

<hr/> <p><i>Signature of Parent/Guardian</i></p>	<p><input type="checkbox"/> The student no longer qualifies for an IRIP.</p> <p>Date: <b>Sep 19, 2022</b></p>
<hr/> <p><i>Signature of Teacher/School Official</i></p>	<hr/> <p><i>Signature of Teacher/School Official</i></p>