

Dorchester Public School
Individual Reading Improvement Plan (IRIP)
 (Tier 2 Interventions – Schoolwide Title I Plan)
2022-2023 School Year

Student Name :	Grade:	Birthdate:
Parent/Guardian:	Classroom Teacher:	
Home Address:	Team Members/Position	
Phone: Email:	Classroom Teacher: WIN Teacher: Other:	

Date of Initial Notification:	Notified by: ___mail ___email ___phone ___in person
-------------------------------	--

Date of IRIP Meeting Notification:	Notified by: ___mail ___email ___phone ___in person
Date of IRIP Meeting:	
Date Home Reading Plan was shared with the family:	

Screening and Assessment Information		
Screening Assessment:	Date Administered:	Results, including threshold level information:
Additional Assessment Info (if needed or available):	Date Administered:	Results:

Observations and Additional Information

(This may include classroom information, grades, home information, language information, attendance, prior interventions, special education services, 504 plan information, and Summer Camp attendance. Please note any health related information or food allergy information as well.)

Previous Schools Attended and Dates: _____

Special Services: _____ IEP ~ Verified Area _____
 _____ 504 Plan _____ EL Plan

Food Allergy Information: _____

Health Related Information: _____

Summer Camp Information: _____

Other:

Summary of Student's Strengths: 	Summary of Student's Needs:
--	--

Essential Components of Literacy ~ Area(s) of Need

Please check area(s).

	Phonemic Awareness - noticing, thinking about and working with phonemes (the smallest units of spoken language)
	Vocabulary & Oral Language - understanding the meaning of words we speak, hear, read, and write
	Phonics - knowing relationships between sounds (phonemes) and letters (graphemes)
	Oral Reading Fluency - reading connected text accurately, fluently, and for meaning
	Reading Comprehension - gaining meaning from text

IRIP Development and Implementation

Goal(s):

Core Classroom Instruction Provided to Students in Reading (Tier I):
(This may include curriculum resources, instructional strategies, and assessments.)

Whole Group Instruction - Classroom - Wonders Materials
Small Group Instruction - Classroom - Wonders Materials

Evidence-Based Intervention (Tier II):	Frequency and Duration:	Progress Monitoring Tool and Timeline:	Person(s) Responsible:
--	-------------------------	--	------------------------

Estimated Dates of Follow-up : End of 1st Quarter; End of 2nd Quarter (1st Sem.)

Parent and Team Signatures:

First Quarter Report:

Second Quarter Report:

Attendance: 1st Semester _____

Completed Intervention Sessions: 1st Semester _____

Student _____

Date _____

IRIP Review and Reflection ~ Beginning of Second Semester											
Winter Assessment Information:		Progress Check:									
Assessment/Date:	Results:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td>Student meets goal; no further support needed. Student dismissed from IRIP.</td> </tr> <tr> <td></td> <td>Student meets goal; new goal developed.</td> </tr> <tr> <td></td> <td>Student makes progress, however does not meet the goal; intervention continued or adjusted.</td> </tr> <tr> <td></td> <td>Other:</td> </tr> </table>		Student meets goal; no further support needed. Student dismissed from IRIP.		Student meets goal; new goal developed.		Student makes progress, however does not meet the goal; intervention continued or adjusted.		Other:	
	Student meets goal; no further support needed. Student dismissed from IRIP.										
	Student meets goal; new goal developed.										
	Student makes progress, however does not meet the goal; intervention continued or adjusted.										
	Other:										
New/Adjusted Goal:											
Evidence-Based Intervention: <small>(adjusted or continued)</small>	Frequency and Duration:	Progress Monitoring Tool and Timeline:	Person(s) Responsible								
Estimated Date of Follow-up: End of 3rd Quarter; End of 4th Quarter (2nd Sem.)											
3rd Quarter Report:											

Student _____

Date _____

IRIP Review and Reflection ~ End of School Year

Spring Assessment Information:

Assessment/Date:	Results:

Progress Check:

<input type="checkbox"/>	Student meets goal; no further support needed. Student dismissed from IRIP.
<input type="checkbox"/>	Student meets goal; next steps determined.
<input type="checkbox"/>	Student makes progress, however does not meet the goal; next steps determined.
<input type="checkbox"/>	Other:

4th Quarter Report:

Attendance: 2nd Semester _____

Completed Intervention Sessions: 2nd Semester _____

Next Steps:

Home Reading Plan

Recommended Activities:

- Each child and their family is being provided a copy of the Read-At-Home Plan for Student Success released to school districts from the Nebraska Department of Education. This resource contains activities for many foundational reading skill areas. This resource was written for students in grades K-3, however is a great resource for all elementary reading student levels.
 - Activities can be chosen from the area which has been indicated on your child's Individual Reading Improvement Plan to be practiced at home.
- Access reading activities which have been approved by the Nebraska Department of Education located on their Read At Home site. (<https://www.education.ne.gov/nebraskareads/read-at-home-plan/>) You can scroll down further on this page where there are tabs. Activities are located on these various tabs along with videos which parents and students can use to help learn how to increase reading skills.
 - This link has been added to dorchesterschool.org under the Title I Tab. It is under Parent Resources and is labeled Nebraska Reads Read-At-Home Plan.

Materials Provided to Parent:

- Read-At-Home Plan for Student Success - Provided by the Nebraska Department of Education
- Web site address from the Nebraska Department of Education for home reading activities including videos. (<https://www.education.ne.gov/nebraskareads/read-at-home-plan/>)

Parent Signature:

Date of Implementation: