

Dorchester Public School
Individual Reading Improvement Plan (IRIP)
 (Tier 2 Interventions – Schoolwide Title I Plan)
2021-2022 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
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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

Summary of Student's Strengths:

Summary of Student's Needs:

Instructional Focus ~ Area(s) of Need

Please check area(s).

	Phonemic Awareness - the knowledge that written and spoken words are made up of phonemes, or smaller parts; provides a foundation for being able to read and spell
	Phonics - also known as the alphabetic principle, an understanding of the relationship between written letters and the sounds they are associated with in the spoken language
	Fluency - the ability to read quickly and with ease; fluency also includes the ability to interpret emotions in the text and use the voice accordingly to represent them, or to use the voice to emphasize words
	Vocabulary - how to recognize and understand a wide range of words; explicit and systematic vocabulary instruction through all grades is critically important to reading proficiently
	Comprehension - the ability to understand the purpose and meaning of a text

IRIP Development and Implementation			
Goal(s): <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>			
Core Classroom Instruction Provided to Students in Reading (Tier I): <i>(This may include curriculum resources, instructional strategies, and assessments.)</i> 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 :			
Parent and Team Signatures:			
First Quarter Report:			
Second Quarter Report:			
Attendance: 1st Semester _____			

Student _____

Date _____

IRIP Review and Reflection ~ Beginning of Second Semester

Winter Assessment Information:

Assessment/Date:	Results:

Progress Check:

	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:
(adjusted or continued)

Frequency and Duration:

Progress Monitoring Tool and Timeline:

Person(s) Responsible

Estimated Date of Follow-up:

3rd Quarter Report:

Student _____

Date _____

IRIP Review and Reflection ~ End of School Year

Spring Assessment Information:

Assessment/Date:	Results:

Progress Check:

	Student meets goal; no further support needed. Student dismissed from IRIP.
	Student meets goal; next steps determined.
	Student makes progress, however does not meet the goal; next steps determined.
	Other:

4th Quarter Report:

Attendance: 2nd Semester _____

Next Steps:

Home Reading Plan

Recommended Activities:

- Each child and their family is being provided a copy of the following resource. This resource contains activities for each of “The Big 5 of Reading” skill areas.
- Activities can be chosen from the area which has been indicated on your child’s Individual Reading Improvement Plan to be completed 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 in the Parent Link section. It is labeled Nebraska Reads Read-At-Home Plan.

Materials Provided to Parent:

- Dorchester Public School Home Reading Resource Packet ~ “The Big 5 of Reading”
- 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: