Concord Community Schools Kindergarten Individual Reading Improvement Plan

Student Name:	Date of Birth:	Gender:	Persons involved in IRIP Planning:
School:	Grade Level:	504/IEP?:	Teacher: Parent: Other:

Developmental Reading Assessment (DRA)														
Kindergarten First Grade Second Grade Third Grade														
4 2 2	В	eg		Mid	dle		End	Beg	М	iddle	End	Beg	Middle	End
1 2 3	3 & 4	5 & 6	8	10	12	14	16	18	20	24	28	30	34	38

	Fall	Winter	Spring
Reading Benchmark Data	Running Record:/1 RAPID RSP:	Running Record:/3 RAPID RSP:	Running Record:/4 RAPID RSP:
Attendance Data			
Reading Deficiency	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension
Targeted Instruction	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension

Additional Instructional Service		Evidence Based Core Instruction Daily small group or 1:1 Progress Monitoring		vidence Based Daily small group Progress Monitor	or 1:1	on	☐ Da	idence Based Co ily small group o ogress Monitorino	r 1:1
Interventions		Tier 2 EBP in class Tier 2 EBP with Title Staff or other interventionists Tier 3 EBP with Title Staff or Special Education staff Read At Home Plan & Training Instruction in Academic Vocabulary Other (mentoring/tutoring, etc.)	T ir	ier 2 EBP in class ier 2 EBP with Tit aterventionists ier 3 EBP with Tit ducation staff lead At Home Pla astruction in Acad other (mentoring/tutc.)	le Staff or other le Staff or Spec n & Training emic Vocabular	ial	 □ Tier 2 EBP in class □ Tier 2 EBP with Title Staff or other interventionists □ Tier 3 EBP with Title Staff or Special Education staff □ Read At Home Plan & Training □ Instruction in Academic Vocabulary □ Other (mentoring/tutoring, etc.) 		
	Progress M	onitoring		Quarter 1	Quarter 2	Qua	rter 3	Quarter 4	
	Adequate pro	ogress; Return to Tier I.							
	Some progre	ss made; Continue intervention.							
	Insufficient prequired.	rogress; Modifications to the interve	entions						
Document Concerns (Pa Staff)	arent/School								
Final Summa school year)	ry (end of	☐ Student on grade level☐ Student not on grade level☐ Next Steps:							
Parent Signature		Fall	Win	ter			Spring		
Date:			<u> </u>	_ Signed copy p	placed in CA60)			

Concord Community Schools First Grade Individual Reading Improvement Plan

Student Name:	Date of Birth:	Gender:	Persons involved in IRIP Planning:
School:	Grade Level:	504/IEP?:	Teacher: Parent: Other:

Developmental Reading Assessment (DRA)														
Kindergarten First Grade Second Grade Third Grade														
4 2 2	В	eg		Mid	dle		End	Beg	М	iddle	End	Beg	Middle	End
1 2 3	3 & 4	5 & 6	8	10	12	14	16	18	20	24	28	30	34	38

	Fall	Winter	Spring
Reading Benchmark Data	Running Record:/6 RAPID RSP:	Running Record:/12 RAPID RSP:	Running Record:/16 RAPID RSP:
Attendance Data			
Reading Deficiency	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension
Targeted Instruction	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension

Additional Instructional Service		Evidence Based Core Instruction Daily small group or 1:1 Progress Monitoring		Dai	dence Based C ly small group gress Monitorii	or 1:1	n		vidence Based aily small grou rogress Monito	
Interventions		Tier 2 EBP in class Tier 2 EBP with Title Staff or other interventionists Tier 3 EBP with Title Staff or Special Education staff Read At Home Plan & Training Instruction in Academic Vocabulary Other (mentoring/tutoring, etc.)		Tier inter Tier Edu Rea Instr	2 EBP in class 2 EBP with Title rventionists 3 EBP with Title cation staff d At Home Plan ruction in Acade er (mentoring/tut	e Staff or Specia & Training mic Vocabulary toring,		 □ Tier 2 EBP in class □ Tier 2 EBP with Title Staff or other interventionists □ Tier 3 EBP with Title Staff or Speed Education staff □ Read At Home Plan & Training □ Instruction in Academic Vocabulate □ Other (mentoring/tutoring, etc.) 		
	Progress	Monitoring			Quarter 1	Quarter 2	Qua	arter 3	Quarter 4	
	Adequate	progress; Return to Tier I.								
	Some pro	gress made; Continue intervention.								
	Insufficier required.	nt progress; Modifications to the inte	erventio	ns						
Document Concerns (Paren Staff)	t/School									
Final Summary (school year)	end of	☐ Student on grade level☐ Student not on grade level☐ Next Steps:								
Parent Signature		Fall	/inter				Spring			
Date:				;	Signed copy pl	aced in CA60	•			

Concord Community Schools Second Grade Individual Reading Improvement Plan

Student Name:	Date of Birth:	Gender:	Persons involved in IRIP Planning:
School:	Grade Level:	504/IEP?:	Teacher: Parent: Other:

Developmental Reading Assessment (DRA)														
Kindergarten First Grade Second Grade Third Grade														
4 2 2	В	eg		Mid	dle		End	Beg	М	iddle	End	Beg	Middle	End
1 2 3	3 & 4	5 & 6	8	10	12	14	16	18	20	24	28	30	34	38

	Fall	Winter	Spring
Reading Benchmark Data	Running Record:/18 RAPID RSP:	Running Record:/24 RAPID RSP:	Running Record:/28 RAPID RSP:
Attendance Data			
Reading Deficiency	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension
Targeted Instruction	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension

Additional Instructional Service		Evidence Based Core Instruction Daily small group or 1:1 Progress Monitoring		Dai	dence Based C ly small group gress Monitori	or 1:1	1		vidence Based aily small grou rogress Monito	
Interventions		Tier 2 EBP in class Tier 2 EBP with Title Staff or other interventionists Tier 3 EBP with Title Staff or Special Education staff Read At Home Plan & Training Instruction in Academic Vocabulary Other (mentoring/tutoring, etc.)		Tier inter Tier Edu Rea Instr	2 EBP in class 2 EBP with Title rventionists 3 EBP with Title cation staff id At Home Plan ruction in Acade er (mentoring/tur	e Staff or Specia & Training mic Vocabulary toring,		 □ Tier 2 EBP in class □ Tier 2 EBP with Title Staff or other interventionists □ Tier 3 EBP with Title Staff or Speed Education staff □ Read At Home Plan & Training □ Instruction in Academic Vocabulation of the mentoring/tutoring, etc.) 		
	Progress	Monitoring			Quarter 1	Quarter 2	Qua	arter 3	Quarter 4	
	Adequate	progress; Return to Tier I.								
	Some pro	gress made; Continue intervention.								
	Insufficier required.	nt progress; Modifications to the inte	erventio	ns						
Document Concerns (Paren Staff)	t/School									
Final Summary (6 school year)	end of	☐ Student on grade level☐ Student not on grade level☐ Next Steps:								
Parent Signature		Fall	w	/inter				Spring		
Date:			-	;	Signed copy pl	laced in CA60	•			

Concord Community Schools Third Grade Individual Reading Improvement Plan

Student Name:	Date of Birth:	Gender:	Persons involved in IRIP Planning:
School:	Grade Level:	504/IEP?:	Teacher: Parent: Other:

Developmental Reading Assessment (DRA)														
Kindergarten		First Grade				Second Grade			Third Grade					
1 2 3	В	eg		Mide	dle		End	Beg	М	iddle	End	Beg	Middle	End
	3 & 4	5 & 6	8	10	12	14	16	18	20	24	28	30	34	38

	Fall	Winter	Spring			
Reading Benchmark Data	Running Record:/30 RAPID RSP:	Running Record:/34 RAPID RSP:	Running Record:/38 RAPID RSP:			
Attendance Data						
Reading Deficiency	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension			
Targeted Instruction	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension	□ Phonemic Awareness□ Phonics□ Fluency□ Vocabulary□ Comprehension			

Additional Instructional Service		Evidence Based Core Instruction Daily small group or 1:1 Progress Monitoring		Evidence Based Core InstructionDaily small group or 1:1Progress Monitoring					Evidence Based Core InstructionDaily small group or 1:1Progress Monitoring		
Interventions		Tier 2 EBP in class Tier 2 EBP with Title Staff or other interventionists Tier 3 EBP with Title Staff or Special Education staff Read At Home Plan & Training Instruction in Academic Vocabulary Other (mentoring/tutoring, etc.)		Tier inter Tier Edu Rea Instr	2 EBP in class 2 EBP with Title rventionists 3 EBP with Title cation staff id At Home Plan ruction in Acade er (mentoring/tur	e Staff or Specia & Training mic Vocabulary toring,		 □ Tier 2 EBP in class □ Tier 2 EBP with Title Staff or other interventionists □ Tier 3 EBP with Title Staff or Special Education staff □ Read At Home Plan & Training □ Instruction in Academic Vocabulary □ Other (mentoring/tutoring, etc.) 			
	Progress	Monitoring			Quarter 1	Quarter 2	Qua	arter 3	Quarter 4		
	Adequate	progress; Return to Tier I.									
	Some pro	gress made; Continue intervention.									
	Insufficier required.	nt progress; Modifications to the inte	erventio	ns							
Document Concerns (Paren Staff)	t/School										
Final Summary (end of school year) Student on grade level Student not on grade level Next Steps:											
Parent Signature		Fall	w	/inter				Spring			
Date:		Signed copy placed in CA60									