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Individual Reading Improvement Plans (iRIP)

Explanation & Directions for Inputting iRIPS into Illuminate

Team Members Present to Create iRIP

- The Third Grade Reading Law states – iRIPs shall be "created by the teacher, school principal, parent and other pertinent school personnel".
  - "Pertinent School Personnel" – includes Literacy Coach and Special Education Teacher
- The Team Members will assist and help identify Areas of Targeted Intervention
- Team Member can support, collaborate, share thinking, engage in peer coaching, creating teacher network systems, analysis data points - as "Areas of Targeted Interventions" are determined. This creates an interdependent group.

Information about Initial Assessment – Dibels:

▶ SC Initial Screener is DIBELs Next

Grade Level	BOY	MOY	EOY
K	FSF, LNF	FSF, LNF, PSF, NWF	LNF. PSF, NWF
1	LNF, PSF, NWF	NWF, ORF	NWF, ORF
2	NFW, ORF	ORF	ORF
3	ORF, DAZE	ORF, DAZE	ORF, DAZE
4	ORF, DAZE	ORF, DAZE	ORF, DAZE

Y5 & Kindergarten Teachers only : check the KRA box – add Language & Literacy Scoring below 263 warrants an iRIP.

Information about Extensive Assessment– DRA2

▶ SC Extensive Diagnostic is DRA2– check that box (Note: *DIBELs Deep* is a diagnostic tool (some districts have purchased that, we do not have this assessment at this time)

  ▶ **Y5 Teacher** – Check "Other" box and "DRA2 Word Analysis Assessment" under Extensive Diagnostic.

  ▶ Under Fall, Winter or Spring complete data:

  ▶

BOY	MOY	EOY
Tasks 3, 5, & 6	Tasks 3, 5, 6, & 21	Tasks 3, 5, 6, & 21

  ▶ **K-Teachers** - Under Fall/Winter/Spring, add DRA2 data under "Printed Language Concept" and "Oral Reading Fluency" ("Reading Level" and "Comprehension" if applicable).

  ▶ **1-4 Teachers** – Under Fall/Winter/Spring, add DRA2 data under "Reading Level" and "Comprehension".

Information about State Summative Assessment – M-STEP

▶ **Obtain Early Literacy Assessment (K-2) and M-STEP scores in office/CA60 for each student (if applicable).**

▶ **Early Literacy Assessment**: Complete "Earned Points:_____/36" using Content Area Totals Spring score.

▶ **M-STEP**: Complete check box for ELA score as "Advance, Proficient, Partially Proficient, Not Proficient"

Complete Learner's Literacy Strengths:

▶ Given all the assessment data, analysis, and other information provided, teachers should list a student's strengths in both areas of literacy development and performance, as well as perceived academic habits, motivations and other affective behaviors that may be a strength for the student.

Guiding Questions:
1. Given the areas of strength identified, what's your hunch about what may have produced it?
2. What are some ways you are thinking about how you might use this student's strengths to build his/her literacy capacity?

Areas of Targeted Intervention

▶ **Instructional Focus/Identify Areas of Need:**

Area of Targeted Intervention	Definition
Phonemic Awareness	Ability to hear and distinguish sounds.
Phonics	Ability to understand relationship between letters and sounds they represents.
Fluency	Ability to read with sufficient speed and accuracy to support understanding.
Vocabulary/Oral Language	Knowledge of, and memory for, word meanings.
Comprehension	Ability to understand and draw meaning from text.
Writing	Ability to use mechanics in writing OR ability to compose quality writing
Other	

Areas of Targeted Intervention

In adherence to Third Grade Reading Law, a school district shall provide reading intervention programs to students in grades K-3 including several factors so individual students identified will be proficient readers by the end of grade 3. These interventions include intensive development in the 5 major reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

It is for this reason, this iRIP document lists these as the basis for the Area(s) of Targeted Intervention (need). However, given our commitment to providing the most current research based instructional practices based on the -

Essential Instructional Practices in Early Literacy Grades K-3
http://www.gomaisa.org/downloads/gelndocs/k-3_literacy_essentials.pdf

You will find "Areas of Targeted Intervention to be intentionally aligned to the **Essential Instructional Practices in Early Literacy Grades K-3. These Essential Instructional Practices in Early Literacy Graedes K-3 and Grade 4-5** should be the cornerstone of ANY literacy instruction, intervention or practice at all tiers of instruction.

Areas of Targeted Intervention:
Picking the "right" area(s) based on initial and extensive assessments

Guiding Questions:
1. What are some things about your student's literacy development that are influencing your decision in picking the "Areas of Targeted Intervention"?
2. What are some of the skills/knowledge this student will need to learn right away to improve his/her literacy growth?
3. As you think about what you know about this student, what might be some learning goals?
4. How might you connect the strengths the student has to the Area of Targeted Intervention?

Interpretation of Results
(analysis of the data as well as knowledge and observations of the child during assessment)

- Teachers should record in bullets or narrative from THEIR interpretation of each set of assessment data:

  - Summarize the findings of assessments independently of other data.

  - Record both their observations noted while the student took the assessment (behaviors, attitude, perseverance, etc…) in addition to the analysis of the results of with specificity.

  - **The Teacher's analysis of the data given his/her knowledge (DIBELs NEXT) and observations of the child during the assessment is a powerful piece of data that should be recorded – DRA2.**

Guiding Questions:
1. Given your observations of this student's performance in the classroom, how typical are these results?
2. What might these results tell about what the student does well?
3. When looking at these assessment results, what were some things that were concerning to you?

1-3 Instructional Goals
(Goals should be specific, measurable, and based on assessment data and interpretation of results)

▶ Teams should use what they have identified as the Area(s) of Targeted Intervention (need) from the assessment data to create an instructional goal for the student.

▶ Teams should write instructional goals in a format that one can identify specific and measurable successes (i.e. Student will be able to …., SMART goal, I can…)

▶ Teams should list 1-3 goals that would be attainable during the instructional period using the information form page 1 & 2 of iRIP (Student Assessment Data) and **Essential Instructional Practices in Early Literacy Grades K-3** http://www.gomaisa.org/downloads/geIndocs/k-3_literacy_essentials.pdf to guide goal selection and language.

1-3 Instructional Goals
(Goals should be specific, measurable, and based on assessment data and interpretation of results)

Guiding Questions:
1. As you think about what you know about this student and developmental literacy, what could be some learning goals?
2. How might you ensure that you are selecting goals that align with the student's developmental literacy needs?
3. As you reflect on the summary of the assessment data for this student, what are some areas of concern that come to mind?
4. When you consider what might be the next best step for this student in his/her literacy instruction, what connections are you making to other goals for the student?

1-3 Instructional Goals
(Goals should be specific, measurable, and based on assessment data and interpretation of results)

"Programs don't teach kids; teachers do, and teachers are capable of making magic happen for kids" #LeadLAP

Curriculum Resources & Instructional Strategies Used:

- Teachers identifies and records core curriculum and instruction that occurs daily in the classroom for all students.

- Teachers/Teams select Research/Evidence Based instructional strategy(ies) that they have determined will have the greatest impact on the student's literacy development.

  - Using the **Essential Instructional Practices in Early Literacy Grades K-3** http://www.gomaisa.org/downloads/gelndocs/k-3_literacy_essentials.pdf teachers and teams may identify strategies to address the student's area of instructional focus that he/she would benefit from the iRIP as an additional support. Some students, in addition to the strategies and skills happening in Core Instruction (District Reading Curriculum), may require additional instructional strategies.

  - Funk & Usiak (2017) "Provide the "right" instructional focus AND the "right" instruction to a struggling reader"

  - For additional strategies and research/evidence based strategies refer to Differentiated Literacy Instruction (Duke, 2017 page 3) https://docs.google.com/viewer?a=v&pid=sites&srcid=dW1pY2guZWR1fG5rZHVrZXxneDozNmI4N2VhYjE1ZmZiNmIw

Curriculum Resources & Instructional Strategies Used: Progress Monitoring

▶ Teachers/Team determine and record how they will assess the student's progress toward the INSTRUCTIONAL GOAL(s)

▶ Progress Monitoring is a tool used to assess a student's progress toward the targeted instructional goal. The tool should be selected by the provider when determining what specific skills needs to be assessed. The tool may be a previously used assessment tool (PM DIBELS), a specific progress monitoring tool (aligned to curriculum/program/intervention being used), or a tool created by the provider to align with the outcomes of the student's learning goals. It is recommended that students receiving support be assessed for progress _one time per week_ to determine if instructional shifts need to be made. **Teachers should never use an Initial Assessment tool for progress monitoring.**

Curriculum Resources & Instructional Strategies Used: Progress Monitoring

Guiding Questions:
1. Given the instructional goals set for the student, what are some things you expect to see/hear as the student is achieving them?
2. Given these goals, what are some ways you will monitor his/her learning?
3. What kinds of assessments will you use to determine the student's success related to the learning goal?

Curriculum Resources & Instructional Strategies Used:

Guiding Questions:
1. What might be some strategies that you are/would consider for this student?
2. What are some data that you are using to inform your strategy choice?
3. How might you ensure strategies are connected to student engagement and motivation strategies?
4. As you anticipate using this strategy with this student, what are some points where he/she might struggle?

Targeted Instruction Plan Provider(s):

▶ Teachers/Teams record who will provide the instruction to the student around the "Area of Targeted Intervention"

▶ iRIP plans may be implemented by anyone in the school who is best suited to provide the instruction. Classroom teachers have an opportunity to provide additional support to students and are often the "best" choice for the student because they have a deep knowledge of the student's:

  ▶ Strengths

  ▶ Challenges

  ▶ Interests

  ▶ Family Supports

  ▶ Ongoing performance in the classroom

▶ Often specialists, and other school staff (certified & qualified) may be identified as the person to implement the iRIP and provide instruction to the student. In this case, it is recommended that a regular communication plan between the provider and the iRIP instruction and the classroom teacher to a part of the process.
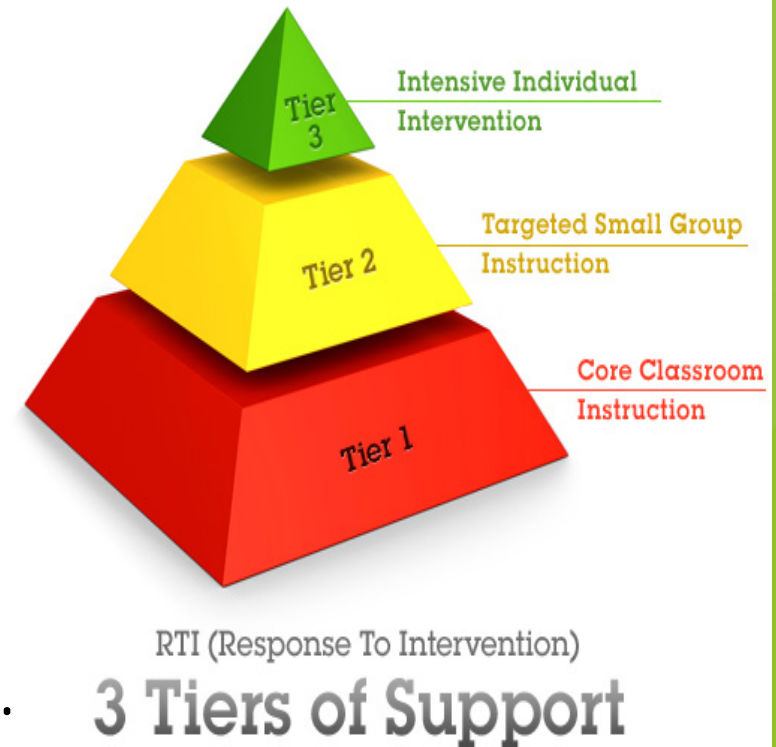
Targeted Instruction Plan Provider(s):

Guided Questions:
1. What are some factors you are taking into consideration as you determine who might be the best provider for this student's instructional plan?
2. Given how relationships with teachers directly impact learning, how might you use pre-existing positive relationships the child has with teachers/paraprofessionals/others to determine a provider?
3. If the intervention plan provider is someone other than the classroom teacher, in what ways might you ensure there is ongoing communication about the student between the teacher and the provider?

Targeted Tier 1: Explanation

The foundation of the triangle is called Tier 1 Core Classroom Instruction:
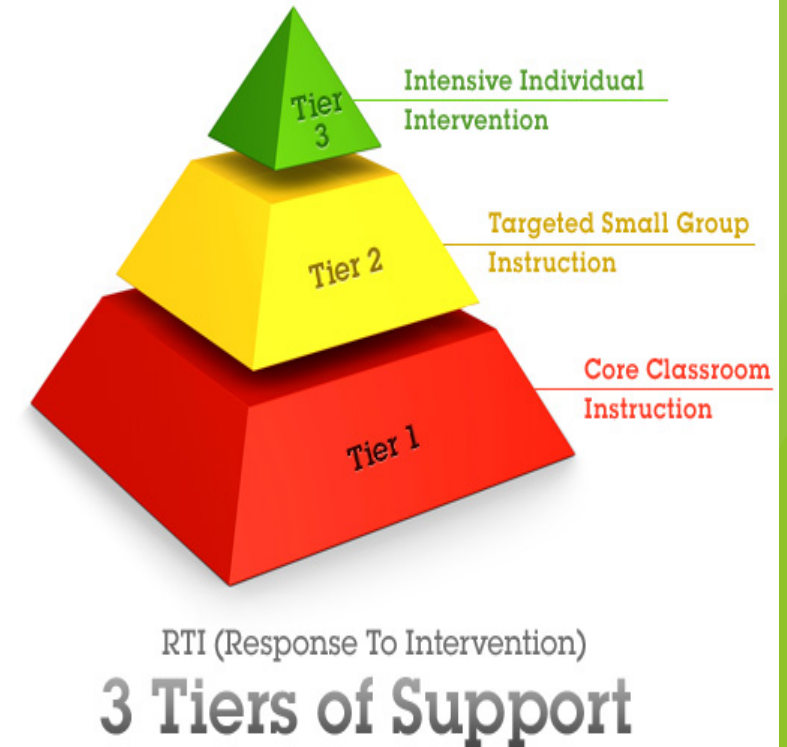- Evidence-Based Grade-Level instruction provided to ALL children
- The instruction is provided by the classroom teacher
- The classroom teachers have adequate training and materials provide for ALL children.

Intensive Individual Intervention

Targeted Small Group Instruction

Core Classroom Instruction

RTI (Response To Intervention)

3 Tiers of Support

Targeted Tier 2: explanation
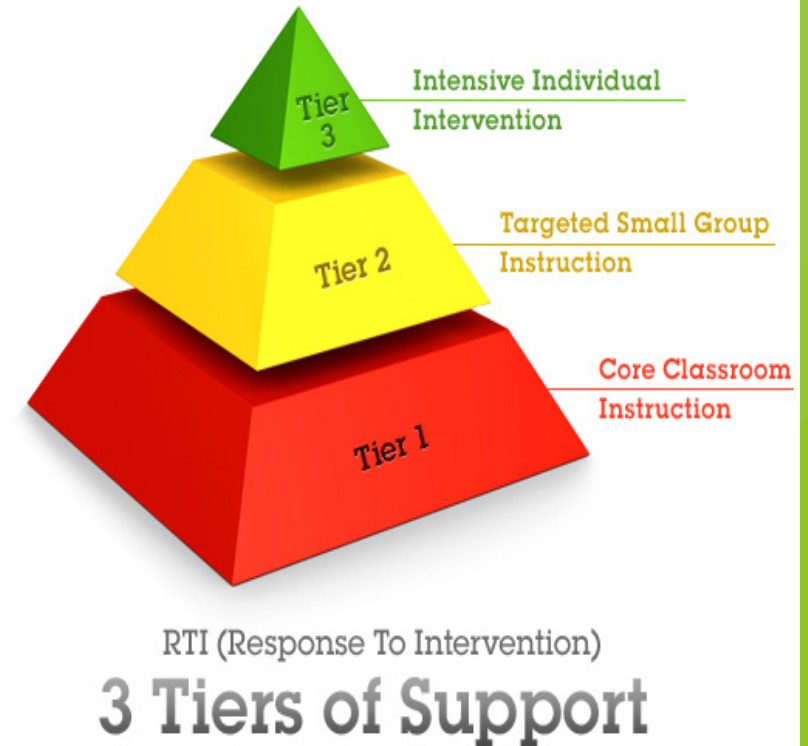
Tier 2 Targeted Small Group Instruction:

- ▶ Students not responding to Tier 1 instruction (strategic, just below grade level)

- ▶ Available immediately regardless of formal status in any eligibility program (IEP)

- ▶ Tier 2 instruction is layered upon Tier 1 (in addition to)

- ▶ SC Literacy Support Team

Tier 3 — Intensive Individual Intervention

Tier 2 — Targeted Small Group Instruction

Tier 1 — Core Classroom Instruction

RTI (Response To Intervention)

3 Tiers of Support

Targeted Tier 3: explanation

Tier 3 Intensive Individual Instruction:

●Tier 1 and Tier 2 prove to be ineffective for a student, they would be shifted to additional instruction by means of Tier 3 (intensive, well below grade level)

●Tier 3 instruction is layered on top of Tier 2 and Tier 1 (in addition to)

●Top of the triangle because the assumption is that fewer students will need such instruction

●If Tier 3 is also insufficient, students may be evaluated for disabilities and receiver specialized services and accommodations (IEP)

Intensive Individual Intervention

Targeted Small Group Instruction

Core Classroom Instruction

RTI (Response To Intervention)

3 Tiers of Support

Targeted Tier 1, 2, & 3: Instruction Plan Details – Frequency and Time

- Teachers/Teams determine and record how often the instruction should occur (days per week)

- Teachers/Teams determine and record the length of each instructional session (time per session)

- Students receiving additional support should be provided additional instruction a minimum of three days a week. The number of days per week may be determined by the minutes provided each day on the instruction session.

- It is recommended that students receiving Tier III support receive in 1:1 or 1:2 ratio (also considering what is written in student IEP) :
  - 3 days per week – 30 minutes per day or
  - 5 days per week – 15-20 minutes per day

It is recommended that students receiving Tier II support receive in 1:2 to 1:6 ratio:
  - 3 days per week – 30 minutes per day or
  - 5 days per week – 15-20 minutes per day

Targeted Tier 1, 2, & 3: Instruction Plan Details – Duration

▶ Teachers should consider a minimum of 4 weeks to maximum of 8 weeks for the instructional period. After that time, the Team should revist the iRIP, analyze student data and information about progress and determine next steps.

Guiding Questions:
1. What are some factors you are taking into consideration as you determine the frequency and duration for this student's instructional plan?
2. Given the resources available, what are some ways you are focusing on ensuring the best instructional plan for your student?
3. What might be some potential barriers to implementing the instructional plan that you are working through?

Check in Dates
(4-8 Weeks)

▶ In collaborative efforts by the iRIP Teams for the student, list the next date to review progress of the student(4-8 weeks).   This date is now a scheduled meeting and should be sent out via email for reminder notices or whatever form of communication the district uses.

Results of Instruction:

- Teachers use multiple points of data collected during the iRIP implementation to record successes and/or needs still present toward the instructional goals.

- Although teachers constantly adjust instruction based on observations, formative data, and progress monitoring, a formal documentation of the results of the instructional plan should take place after the length of implementation (minimum 4 weeks, maximum 8 weeks). Providers should consider changing the instructional plan and revisiting the effectiveness if a student demonstrates four consecutive data points that indicate:

  - The student is being successful on target with the learning goals (which indicates the student may need a new learning goal layered on)

  - The student is not showing progress toward the learning goal (which indicates the student may need a different learning goal)

- Providers should be able to identify and record both success and areas of need still present of this section of the iRIP form. Based on their analysis of the results, providers will indicate Next Steps as follows: (see next slide)

Next Steps:

- Based on analysis of results, providers will indicate Next Steps as follow:

  - **Discontinue Additional support:**
    - YEAH!! The student made significant progress, is at grade level and no longer needs additional support!!

  - **Continue Additional support:**
    - This student is making great gains towards learning goals and the instruction is working!!, We're going to keep doing it

  - **Shift Additional Support:**
    - What we've tried so far isn't working for this student. I need to shift my instruction or adjust my strategy to help the student reach his/her learning goal.

  - **Provide Additional Research Supported Instruction:**
    - This student has been receiving support through the iRIP plan and we have reviewed the adjusted instruction multiple times with little success toward the learning goal. We need to give the student MORE instructional to help him/her meet his learning goal.

Next Steps:

Guiding Questions:
1. What are some themes that I am noticing as I reflect on this student's progress?
2. As a result of the instruction provided to the student and the results of the instruction plan, what does this tell me about where this student needs to go next?
3. What are some ways these results inform my practice?
4. Given this data, how typical are these results?

Paraphrase Parent Response(s) with dates:

▶ The 3rd Grade Reading Law states:

> ▶ Districts shall provide documentation of any dissenting opinions expressed by parent or legal guardian concerning the iRIP provided for the student.

Additional Comments from Teacher with dates:

- The 3rd Grade Reading Law states:
  - Districts shall provide documentation of efforts by school personal to engage the student's parent or legal guardian and whether or not those efforts were successful.
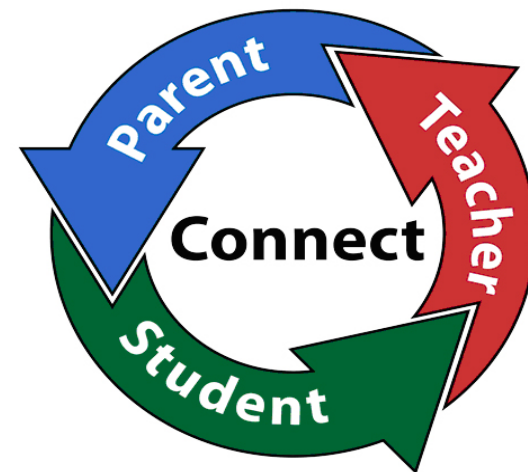
Inputting iRIP onto Illuminate:

- ► Go to https://www.lisd.us/
- ► Scroll down to **Staff Portal**
- ► Click on **Illuminate DnA**
- ► Enter **Username & Password** to Sign In
- ► Click on the tile **BOY/MOY/EOY iRIP Data Entry**
- ► Click on the **RESPONSES** tab at the top.
- ► Click **ENTER/EDIT**.
- ► Click **FIND STUDENTS** at the bottom.
- ► You can enter/edit data by grid (default), by column or by student.
- ► Make sure your class list is accurate – it will clean up kids that have moved. Just make sure you aren't missing anyone.

Completing an iRIP on Illuminate…

▶ Go down your list, and in the second column, mark an "X" for all your learners who will be getting an iRIP based on our district's cut points.

▶ When all your learners receiving iRIPs are filled in with "X" in the second column, click on the column header "iRIP (correct school year)" to sort you iRIP learners to the top.

▶ YOU WILL FILL IN THE REST OF THE COLUMNS FOR ONLY THOSE LEARNERS.

Completing iRIPs on Illuminate:

▶ Here are the directions for each column/section:

▶ (NOTE: Hovering over a heading gives complete title.)

Column Heading	Instructions
2017-18 iRIP:	Put an "X" if the learner had an iRIP in 2017-18 or last year if not already recorded.
2018-19 iRIP:	Should be filled in with an "X" for learners receiving an iRIP in 2018-19
Teacher's Name:	Classroom teacher types in his/her first and last name.
Current IEP:	Put an "X" if the learner has an IEP.
Current 504:	Put an "X" if the learner has a 504 Plan.
Risk Factors (5 columns)	Put an "X" in the column(s) that relate to risk factors that apply to the learner (Medical, ELL, Hearing, Vision, Attendance)
Notification Method (4 columns)	Put an "X" in the column(s) to indicate how this plan will be shared with parents/guardians.
Team Members Present:	List the first and last names of all team members present in the creation of the plan. The 3rd Grade Reading Law states creators of the plan are to be: "teachers, school principal, parent/guardian and other pertinent school personal". We will strive to meet this wording but we will also be flexible as we work towards this goal.

Completing iRIPs:

Column Heading	Instructions
Meeting Date:	Fill out the date of the iRIP Meeting.
Initial Assessment (6 columns)"	Put an "X" next to the Initial Assessment used (DIBELs Next) & DRA2.
KRA Language & Literacy Score (Kindergarten T's Only):	Type in the learners overall Language & Literacy Score. Remember scoring below 263 warrants an iRIP.
Extensive Diagnostic Assessment:	Type the name of the Extensive Diagnostic used at the learner's grade level – (DRA2)
Strengths (9 columns):	Put an "X" in all the columns that represent strengths for each learner. Choose at least one. (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension (this can include listening comprehension), Reading Motivation, Engagement, Attitude, Other (type in a short response if applicable)
Intervention (6 columns):	Put an "X" in all the columns that represent areas of intervention or deficient skill area(s) for the learner. Choose at least one. (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Other (type in a short response if applicable)

Completing iRIPs:

Heading	Instructions
Interpretation of Results:	Type a summary of the conclusions you have drawn based on the learner's data. The statement should begin with restating the learner's strengths and then addressing the deficiency and reason(s) why the deficiency needs to be addressed. This should be around 2-5 sentences in length. **Example: (Student Name) has a strong understanding of foundational reading skills. (He/She) struggles to decode multisyllabic words and understanding vocabulary. This makes comprehending higher level texts more difficult for (him/her).** *Always remember to compose statements using parent friendly wording.*
Instructional Goal #1:	Each learner needs at least two goals. It should be a SMART (Specific Measurable, Achievable, Relevant, Time-Bound) goal. **Example: (Student Name) will be able to identify our current sight words with 80 percent accuracy by our next team meeting on (date).**
Instructional Goal #2:	All an additional SMART goal. **Example: (Student Name) will be able to pass a DRA2 level of 14 by our next team meeting on (date).**
Instructional Goal #3:	Add a third SMART goal if needed.

Completing iRIPs:

Heading	Instructions
Resources & Strategies (6 columns):	Put an "X" next to the resources and strategies used with this learner. Small Group or 1:1, Progress Monitoring (ALL Learners), Tier 2 Evidence Based Program (if on Literacy Support) & Tier 3 (IEP/RTI). Other (type a short response if applicable – FAST program, BEARS, etc…)
Targeted Instruction Plan Provider – Tier 1:	Type your first and last name as classroom teacher is provider of targeted Tier 1 interventions. (includes ALL Learners)
Targeted Instruction Plan Provider – Tier 2:	Type your first and last name as classroom teacher providing small group or 1:1 interventions, or type first and last name of Literacy Aide providing small group or 1:1 interventions is applicable.
Targeted Instruction Plan Provider – Tier 3:	Type first and last name of special education teacher providing small group or 1:1 interventions.
Targeted Plan Details – Tier 1 (days per week):	Click on the arrow for a drop down (1-5). Choose the days per week applicable to learner.
Targeted Plan Details – Tier 1 (minutes per session):	Click on arrow for a drop down (5-10, 10-15, 15-20, 20-25, 25-30). Choose the range for this learner.

Completing iRIPs:

Heading	Instruction
Targeted Plan Details -Tier 1 (weeks of instructional period):	Click on the arrow for a drop down (4-8). Choose 8.
Targeted Plan Details – Tier 2 (days per week):	Fill in as you did for Targeted Plan Details for Tier 1 with the correct days for this learner.
Targeted Plan Details – Tier 2 (minutes per session):	Fill in as you did for Targeted Plan Details for Tier 1 with the correct minutes for this learner.
Targeted Plan Details – Tier 2 (weeks of instructional period):	Click on the arrow for a drop down (4-8). Choose 8.
Targeted Plan Details – Tier 3 (day per week):	Fill in as you did for Targeted Plan Details for Tier 1 & 2 with the correct days for this learner.

Completing iRIPs:

Heading	Instructions
Targeted Plan Details – Tier 3 (minutes per session):	Fill in as you did for Targeted Plan Details for Tier 1 & 2 with the correct days for this learner.
Targeted Plan Details – Tier 3 (weeks of instructional period):	Click on the arrow for a drop down (4-8). Choose 8.
Check-In Date (4-8 weeks):	Do NOT fill in at the initial meeting. You will enter this date at the Check-In Meeting.
Results of Instruction – Tier 1:	Do NOT fill in at the initial meeting. At the Check-In Meeting, the classroom teacher will write a short summary of the data collected through interventions and progress monitoring.
Results of Instruction – Tier 2:	Do NOT fill in at the initial meeting. At the Check-In Meeting, the person providing Tier 2 intervention (Classroom Teacher or Literary Aide) will give classroom teacher the results of data collected through interventions and progress monitoring.

Completing iRIPs:

Heading	Instructions
Results of Instruction Tier 3:	Do NOT fill in at the initial meeting. At the Check-In Meeting, the person providing Tier 3 intervention (special education teacher) will give write a short summary of the data collected through interventions and progress monitoring.
Next Steps (4 columns):	Do NOT fill in at the initial meeting. At the Check-In Meeting, put an "X" next to the appropriate Next Step for this learner. (Discontinue Additional Support, Continue Additional Support, Shift Additional Support, Provide Additional Research Supported Instruction)
Next Step Comments:	Do NOT fill in at the initial meeting. At the Check-In Meeting, provide a comment relevant to Next Steps if applicable.

Look for Check Mark – "Auto Save"

Lenawee County iRIP development is based on the work of

▶ Credit to Funk & Usiak (2017) document titled: Michigan Student Individual Reading Instruction Plan Companion Document for School Leaders and Leadership Teams with any iRIP form.