

## Grosse Pointe Public School System Individualized Reading Improvement Plan (IRIP)

School:	Teacher:	Date:
Student:	Grade:	Date of Birth:

Grosse Pointe Public Schools is required to inform you of your rights and the potential consequences of the Michigan Third Grade Reading Law (MCL 380.1280f), enacted by the State of Michigan Legislature in 2016. **Based on the Kindergarten Assessments, Universal Screener Initial Assessment and/or the Extensive Assessment below, your child has been identified as needing academic improvement in the area of reading.** Our goal is to continue working together to improve your child's achievement, and we expect that with both home and school support your child will continue to make growth in the area of reading. **Students who are below the 30th percentile on NWEA, qualify for reading support, receive Concern Area (CA) in ELA on report card, or are identified by the classroom teacher as having a deficiency in reading will receive an IRIP.**

### Kindergarten Assessments

See attached KDG benchmark			Sounds			Letter ID					
Sight Words			Letters			Uppercase			Lowercase		
Fall 15	Winter 37-56	Spring 56	Fall 13	Winter 21	Spring 26	Fall 26	Winter 26	Spring 26	Fall 26	Winter 26	Spring 26

Universal Screener/Initial Assessment Data/NWEA									
	Fall			Winter			Spring		
	Norm	Student RIT	%ile	Norm	Student RIT	%ile	Norm	Student RIT	%ile
K Reading	141			151			158		
1st Reading	160			171			177		
2nd Reading	174			184			188		
3rd Reading	188			195			198		
4th Reading	198			203			205		
5th Reading	206			210			212		

Extensive Assessment Data/ <a href="#">Fountas and Pinnell</a> - Instructional Level						
	Fall		Winter		Spring	
	Norm	Level	Norm	Level	Norm	Level
K Reading			B/C		D	
1st Reading	D/E		G/H		J	
2nd Reading	J/K		L		M	
3rd Reading	M/N		O		P	
4th Reading	P/Q		R		S	
5th Reading	S/T		U		V	

\*See F & P reading form for additional information (accuracy, word recognition, comprehension, etc.)

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Educators know that one assessment cannot fully reflect the academic achievement of a child. Grosse Pointe Public School System uses multiple assessments to diagnose the reading proficiency of students and to inform classroom instruction and strategies. Kindergarten students are assessed on sight words, letter names, and letter sounds. NWEA and Fountas and Pinnell are administered to all K-5 students. Additional diagnostic tests may be given based on the results of our assessment system. The district is committed to communicating progress to parents/guardians while providing effective instructional strategies based on the components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Summative Attendance		Special Population
Date of entry:		<i>Check if applicable to student</i>
School Year/Grade	Days Absent	Special Education/IEP
		<i>Initial Eligibility Date:</i>
		<i>Eligibility Category:</i>
		504 (Condition):
		ELL:
		Other:

\*All interventions may not apply - check those that apply

Intervention	Description
Tier II - Lexia Reading Core5	Research-proven program that provides explicit, systematic, personalized learning in reading instruction, targeting skill gaps as they emerge, and providing teachers with data and student-specific resources needed for individual or small-group instruction.
Tier III - Literacy Coach	Support through small group instruction from a Literacy Coach that includes a variety of scientifically-based strategies.
Other:	

Retention or Young Fives History		Parent/Guardian Read at Home Plan
<i>If applicable, indicate the grade(s) and school year(s)</i>		
Grade	School Year	Ensure child engages in a reading related activity every night for at least 20 minutes
Young Fives		Stay in communication with classroom teacher and/or literacy coach
Retention		Other:

**Assurances and Signatures:**

I, \_\_\_\_\_ (parent/guardian name) have been involved in the development of this Individualized Reading Improvement Plan. I understand that my child will be receiving academic support in the area of reading during regular school hours to assist my child to read at grade level.

\_\_\_\_\_  
*Parent /Guardian* Phone \_\_\_\_\_ *Date* \_\_\_\_\_

I, \_\_\_\_\_ (teacher of record) have been involved in the development of this Individualized Reading Improvement Plan. I understand that I, or another designated educator, will be providing research-based academic support in the area of reading during regular school hours to assist this student to read at grade level. The school will continue to support and communicate with parent/guardian.

\_\_\_\_\_  
*Teacher of Record* \_\_\_\_\_ *Date* \_\_\_\_\_