

SOUTHWEST PUBLIC SCHOOLS

INDIVIDUAL READING IMPROVEMENT PLAN (IRIP)

In 2018, the Nebraska Legislature passed a law that will impact kindergarten through 3rd grade students not reading at grade level, beginning with the 2019-2020 school year. In response to the legislation, we identify K-3 students that need further assistance in literacy using our assessment system. We notify and meet with families of students to develop an Individual Reading Improvement Plan (IRIP). The meeting will address the identified area(s) of need. The plan will describe what additional measures will take place at school to help the students. **There will also be a read at home plan that extends learning beyond the school day.** Many of these meetings will be taking place in conjunction with conferences this year.

According to Nebraska law 79-2606, any kindergarten through 3rd grade student who is identified as having a reading deficiency shall receive an individual reading improvement plan no later than thirty days after the identification of such reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program pursuant to section 79-2605 to remedy such reading deficiency. Each such student shall receive reading intervention services through the supplemental reading intervention program pursuant to section 79-2605 until the student is no longer identified as having a reading deficiency.

Listed below are some frequently asked questions that may help you understand this process.

What is An Individual Reading Improvement Plan (IRIP)?

The Individual Reading Improvement Plan shall be created by the pupil's teacher, school principal, and parent or legal guardian and/or other pertinent school personnel, and shall describe the reading intervention services the pupil will receive.

When do schools start creating IRIPs for students with reading concerns?

The district begins creating IRIPs during the 2019-2020 school year for students in grades K-3 within 30 school days of the student showing need.

What if within the 30 days a student goes from deficient to proficient? Does there still need to be an official IRIP?

The need for an IRIP should be based on the full assessment system, including classroom assessments and formative practices and be provided to students as needed to support learning and literacy proficiency. The student may no longer need intervention, but monitoring will continue throughout the year.

What is the focus of the IRIP?

We focus on the following components of literacy; however, an IRIP may include additional areas of need:

- Phonemic Awareness: Ability to hear and distinguish sounds.
- Phonics: Ability to understand relationship between letters & sounds they represent.
- Fluency: Ability to read with sufficient speed to support understanding.
- Vocabulary/Oral Language: Knowledge of, and memory for, word meanings.
- Comprehension: Ability to understand and draw meaning from text.

What does the read at home plan look like?

During the IRIP meeting, our school in collaboration with parents, will determine a plan for out of school time. Resources for the plan will be provided to the parents or an out of school time provider.

The partnership formed between home and school is critical. As a parent/guardian, we will need your help to ensure that your student reads at home on a regular basis using books from the school, classroom, public library or the internet. Below are other suggestions for ways in which you may support your student at home.

- Read to my student daily.
- Read with my student daily.
- Talk with my student about what I am reading or watching on television.
- Set aside family reading time daily to model the importance of reading.
- Help my student access reading materials through school, public libraries, and the internet.
- Encourage my student to use reading for a variety of reasons (information, study, enjoyment, etc.)
- Encourage my student to write for a variety of reasons (cards, letters, lists, journals, etc.)
- Sign-off on homework each night.
- Ensure my student is on time for school every day.
- Attend conferences and/or maintain contact with my student's teacher.

What is Intervention?

Intervention takes place when a student is not grasping a concept. Intervention is first provided by the classroom teacher. On some occasions students will receive an intensive research-based intervention for a period of time by additional intervention staff.
