Michigan's Student
Individual Reading Instruction Plan
Companion Document

For School Leaders and Leadership Teams
To use with any IRIP form

Written and Published by
Molly Funk, Ed.S., Core School Solutions &
Melissa Usiak, Ph.D., M.S.U., MI ASCD

This document is intended only for the purpose of providing general guidance, research and best practices to school districts. In no way should the forms, samples, or suggestions be considered legally binding or recommended. For specific questions regarding legal matters or interpretations of this legislation, please contact your district attorney.

Table of Contents

Introduction

In October 2016, The Michigan Legislature passed a critical law that will have tremendous implications upon our students across the State. Beginning with the 2019-2020 school year, third-graders could be retained if they demonstrate reading proficiency levels that are more than one level behind.

This [early literacy bill](#) requires districts and schools to assess the reading skills of all K-3 students at least three times per year in an effort to identify struggling students. Students experiencing deficiencies would be required to have an Individual Reading Instruction Plan created in partnership with their teacher, school leader, and families. As a part of this, families will be provided with a "read at home" plan that would extend learning and strengthen reading skills, in addition to the instruction and interventions provided by the teacher and/or school's literacy team.

In an effort to provide guidance to local districts, schools, leaders, and teachers around the use of the [Individual Reading Instruction Plan (IRIP)](#) as an effective and impactful *process* to support our students, this companion document was composed. It is the sincere hope of those endorsing this work that educators across the State will begin to shape a system of rich dialogue based on data and evidence leading to defined student needs and research-based instructional practices (such as the [K-3 Essential Instructional Practices in Early Literacy)](#) to support this critical effort.   Although we see the current legislation an element of compliance, we strive to leverage the tenets of the law to reach new levels of commitment to increasing literacy growth for every child, in every classroom, every day.

House Bill 4822 (2b) states:

> For any pupil in grades K to 3 who exhibits a reading deficiency at any time, based upon the reading assessment system selected and used under subdivision **(a), provide an individual reading improvement plan** for the pupil within 30 days after the identification of the reading deficiency. The individual reading improvement plan *shall be created by the pupil's teacher, school principal, and parent or legal guardian and other pertinent school personnel, and shall describe the reading intervention services the pupil will receive to remedy the reading deficiency.* A school district or public school academy shall provide intensive reading intervention for the pupil in accordance with the individual reading improvement plan until the pupil no longer has a reading deficiency.

Click to read Wayne RESA's Third Grade Reading Legislation Guidance - [Legislation Page 6](#)

Purpose of Companion Document

This document was developed to support districts, schools, school leaders, teams, classroom teachers, and IRIP instruction providers as they strive to improve literacy development for students who are underperforming K-3 AND as an avenue to:

● Build principal and teacher capacity to understand effective literacy instruction AND to provide the explicit supports to students on IRIPs

- Foster collaboration in schools through the use of guiding questions and protocols for discussion
- Challenge the language of the legislation (deficit) and focus on building a growth mindset among teachers, teams, and families with regard to students who exhibit the greatest needs in literacy development
- Emphasize the focus of effective literacy practices over programs and "silver-bullet" options of improving literacy development and achievement
- Build a tool that will support the implementation of Individual Reading Instruction Plans (IRIPs) and shift the focus from *COMPLIANCE* to *COMMITMENT*
- Create a meaningful *process* for improving teaching and learning for each child using the K-3 Essential Instructional Practices in Early Literacy as a foundation for literacy instruction in every school

There are some guiding principles of this document that will be helpful as you understand how to use it to support you and your students. First and foremost, this document is ***STUDENT FOCUSED***. There is an underlying assumption that users do not believe that a "one size fits all" intervention or instructional strategy will work with every child who needs the support of the IRIP to increase literacy development. This document focuses heavily on teachers' and teams' abilities to individualize a plan for each student that will best meet his/her needs.

Additionally, this document focuses on teachers' and teams' abilities to be ***DATA INFORMED*** as they navigate the IRIP process for each child. It is expected that multiple types of data will not only be collected, but analyzed at a deep level by the teacher and teams to both diagnose areas of strengths and challenges and design an IRIP that will have the greatest likelihood of improving the student's literacy development.

Finally, this document was designed to focus on the ***PROCESS*** of creating, completing, monitoring, and supporting the implementation of an IRIP for students. The authors acknowledge the temptation to get caught up in the completion of the form for compliance purposes. **Remember, the completion of a form never made a child a better reader or writer!** Teachers do that! The PROCESS of collaborative dialogue about improving instruction for individual students should be the focus of the IRIP and is explicitly seen in this document.

We embrace the following graphic as the foundation for all decision making in education.

EDUCATION DECISION MAKING FLOWCHART

IS THIS BEST FOR THE LEARNER?

Yes! → Is it easy?

No! → Don't Do It!

Is it easy?
- Yes! → Make it Happen!
- No → Identify Barriers → Find Solutions → Make it Happen!

GEORGE COUROS

How to Use This Document

Hyperlink FYI
If you use the coordinating IRIP Form, each section is hyperlinked to the coordination section in this companion document.

There are references in the document to school personnel with various titles and roles. In an effort to clarify, as given schools may have a different definitions, listed below is what is meant when we refer to each:
- Teachers - classroom teachers or instructional providers
- Providers - IRIP instructional providers other than the assigned classroom teacher
- Teams - IRIP school teams, MTSS/RtI building teams, or Leadership teams

There is an expectation that no one person should be creating, designing, or implementing a student's IRIP in isolation and without a collaborative team. The Essential School-Wide and Center-Wide Practices in Literacy (specifically Essential #1) identify the research supported practice of such efforts (Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force, 2016. *Essential school-wide and center-wide practices in literacy*. Lansing, MI: Authors).

IRIP
When you see this icon, it will provide you specific directions of what to include on the IRIP form.
➔ **IRIP:**

Dialogue
In many sections, you will find a narrative and resources. This document is meant solely to provide guidance and resources for meaningful implementation of the IRIP process and to promote collective conversations.

Guiding Questions
Look for the BLUE boxes throughout the document! We have provided effective guiding questions to guide you and your team through **EACH SECTION** of the IRIP. The dialogue that teachers have during the IRIP process may provide the greatest value to the student! These questions were specifically designed to provide a flow for conversation, as well as promote deep level thinking and reflection by the teacher and teams.

Don't skip the boxes!

<table>
<tr><td align="center">**GUIDING QUESTIONS**</td></tr>
<tr><td>

★ **Given your observations ....?**
★ **What might these ....?**
★ **When looking at these ....?**

</td></tr>
</table>

Resources
You will find additional Reflecting and Planning conversation templates in Appendix D.

CAUTION! A note from the Authors:
The document was developed by the authors in collaboration with multiple partners in an organic response to what they were hearing as a need in the field from stakeholders regarding having to implement the IRIP in the 2017-2018 school year. It is in DRAFT form (and will continue to evolve as we grow and seek feedback from our partners in schools like you!). We value the work of our colleagues in the academic realm and the vetting process of our colleagues on the Early Literacy Task Force and other associations with regard to publication. In an effort to release this document in a timely manner to support the implementation timeline for schools, you will notice we have made some assertions without evidence or research cited to support our claims. We hope, that you, our colleagues, will understand that these assertions are based in the literature we've read in our time as teachers, literacy specialists, principals, and academicians AND have a practical grounding to our experiences supporting and leading these processes as building and district level leaders. We feel firmly that this document grounded in the K-3 Essential Instructional Practices in Early Literacy , The Essential School-Wide and Center-Wide Practices in Literacy, and the other supporting documents created by the MAISA - GELN Early Literacy Task Force.

The Individual Reading Instruction Plan (IRIP) Page 1

★ ***To watch a model dialogue for the IRIP process, click*** *here*
★ ***The video uses the Student*** *1.A Sample IRIP in Appendix E*

Student General Information

Meeting Date

➔ **IRIP: Teachers should indicate the initial date of the meeting**

Time of Year Benchmark

➔ **IRIP: Teachers should indicate which is the last benchmark period where data was collected**

Please note that IRIP should be (and is required by House Bill 4822) *at any time the student shows a lack of progress or growth that might put him/her on a trajectory to not be proficient on the state assessment in 3rd grade.* **Schools should include a process for beginning IRIPs for students outside of the benchmark periods.**

Notification Sent Home/Other Home Contact

➔ **IRIP: Teachers should indicate to whom the notification was sent in the student's household**
➔ **IRIP: Teachers should indicate how the information was sent to the parent or any other contact the teacher or school has made with the family**

Communication with families about the IRIP process should follow best practice guideline for communication and literacy development. Teachers and teams should notify and communicate with families in their most comfortable language and modality. It should also be considered the access the parent has to understanding the information provided and schools should create processes for communication with families about the IRIP process that embrace multiple avenues of communication in a language that parents can understand. You will find additional information referenced in Essential #10 K-3 Essential Instructional Practices in Early Literacy.

Two Things All Parents Need To Know From Their Schools

1. We are focused on keeping kids safe.

2. We will provide every opportunity in the world for them to become successful.

George Couros

Support for Home Plan:

Although [House Bill 4822](#) only requires a school "notifies" the parent of the IRIP, engaging families in a meaningful way with their child's literacy progress can have a profound effect on the student's successes. It is recommended that parents are invited to be a collaborative partner in the IRIP with teachers and teams and that they are part of the development of the home reading plan to ensure it's success and implementation.

GUIDING QUESTIONS
★ **In what ways have I communicated with the family in a way that they are most comfortable?**   ★ **What might be some resources the family does not have access to that I have included as part of the plan?**   ★ **When I consider the educational jargon we sometimes use, in what ways might I explain things to a family so they best understand what I mean?**

Resources available to support the Read At-Home plan and working with families through the IRIP process:
APPENDIX F:
- [Sample Letter from District/Principal to Parents](#) (Click [here](#) for the Google docs editable version)
- [Sample Letter for Parent Meeting Request](#) (Click [here](#) for the Google docs editable version)
- Wayne RESA's Third Grade Reading Legislation Guidance - [See Parent Engagement Section](#)
- At-Home Reading Activities from [MLPP Family Fundamentals](#)

Examples of Creating Partnerships with Parents for a School and Read at Home Plan:

Count on Us to...	We'll Count on You to...
- Care about your child's success and growth academically and socially - provide quality classroom instruction - implement the IRIP with fidelity, assessing progress along the way - communicate with you about your child's progress regularly - be available to support the at-home reading plan	- Ask questions about literacy development so you understand instruction - Contact us as soon as a concern arises - Bring your child to school every day and on-time so we can provide the school literacy plan and they don't miss classroom instruction - Help your child complete the at-home reading plan every day

Teachers will…	Family members will...	Student will…
▪ Provide quality instruction in core curriculum. ▪ Provide homework that supports the learning done at school. ▪ Update families on students' progress.	▪ Be sure your child is at school, and on time every day. ▪ Complete homework assignments, including daily reading for 20 minutes. ▪ Contact teachers if there are concerns.	▪ Attend school regularly and be on time. ▪ Complete homework assignments, including daily reading for 20 minutes. ▪ Put forth my best effort.

Student Assessment Information

Initial Assessments

> ➔ **IRIP: Teachers should list assessment used in the first column**

An *initial assessment* is an assessment that will be delivered to all students, cover a more extensive aspect of the standards, and assist with identifying a possible area of concern for a student in English Language Arts. Schools should select one Initial Assessment from this list for use during the 2017-18 school year. This assessment must be administered to students within the first 30 days of the academic year.

Click to see the complete list of MDE Approved Initial Assessments or to view on MDE's site

Click to read Wayne RESA's Third Grade Reading Legislation Guidance - Assessments Page 48

Extensive Assessments

> ➔ **IRIP: Teachers should list assessment used in the first column**

An *extensive assessment* is an assessment that will be delivered to students who seem to display a deficiency, will provide a more in-depth look at student ability, will be more directly aligned to a specific skill, and will produce support for the placement of students into intervention tiers.

Click to see the complete list of MDE Approved Extensive Assessments or to view on MDE's site

Click to read Wayne RESA's Third Grade Reading Legislation Guidance - Assessments Page 48

State Summative Assessments

> ➔ **IRIP: Teachers should list assessment used in the first column**

District staff and stakeholders should be aware that the default determinant of retention, as outlined in legislation (MCL: 380.1280f), is the *third-grade state level English Language Arts assessment*. This assessment measures the entire range of English Language Arts academic standards - reading, writing, listening, and language. Thus, districts are strongly advised to engage in a careful review of the demands

of the state assessment, and to bear these demands in mind when selecting and designing local assessment systems.

Click to see the M-Step Resource Page

Click to read Wayne RESA's Third Grade Reading Legislation Guidance - Assessments Page 48

Results

➔ **IRIP: Teachers should list assessment data (not interpretations) in the RESULTS box and attach results (see below)**

For each assessment administered to the student, a report should be attached to the IRIP form. Schools/Districts may choose to select reports from the assessment itself to be attached or from their data warehouse systems as evidence of student performance. Please refer to the reports available for individual students in the assessment software or those available in your data warehouse that will provide the team a comprehensive look at a student's performance.

Summarize Findings for Each Assessment Section (Initial, Extensive, Summative)

➔ **IRIP: Teachers should record in bullets or narrative form THEIR interpretation of each set of assessment data**

As teachers record the information from each assessment on the IRIP, they should summarize the findings of that assessment independently of other data. Teachers should record both their observations noted while the student took the assessment (behaviors, attitude, perseverance, etc) in addition to the analysis of the results with specificity. **The teacher's analysis of the data, given his/her knowledge and observations of the child during the assessment is a powerful piece of data that should be recorded.**

GUIDING QUESTIONS
★ **Given your observations of this student's performance in the classroom, how typical are these results?** ★ **What might these results tell you about what the student does well?** ★ **When looking at these assessment results, what were some things that were concerning for you?**

Additional Information (may include, but not limited to, language proficiency, risk factors, attendance, prior interventions, special education/504 services, etc.)

Teachers should record other information that may be helpful in determining goals and instruction for an individual student. Some of this information may be risk factors, challenges for the student, or a historical perspective of the student's instructional services. **This is NOT a place to list barriers that would prevent a student from being academically successful (#growthmindset).** This is, however, a place to note what factors may influence a teacher when planning additional instruction for a student.

Summarize Strengths

Given all of the assessment data, analysis, and other information provided, teachers should list a student's strength 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
★ **Given the areas of strength identified, what's your hunch about what may have produced it?**   ★ **What are some ways you are thinking about how you might use this student's strengths to build his/her literacy capacity?**

We highly encourage the group to Summarize Strengths by addressing:

- **Useful Strategies with Text**
- **Useful Strategies with Words**
- **Useful Strategies with Letters**

Please see IRIP examples in Appendix E.

Summarize Areas of Need

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

We highly encourage the group to Summarize Areas of Need by addressing:

● **Problem Strategies with Text**
● **Problem Strategies with Words**
● **Problem Strategies with Letters**

Please see IRIP examples in Appendix E.

Identify Area of Need/Focus for Instruction

In adherence to House Bill 4822, Sections 1(b)(i)(A) and (3)(a)(iv)(B) a school district or public school academy shall provide reading intervention programs for pupils in grades K to 3,including several factors including providing a reading intervention/instructional plan intended to ensure that individual students are proficient readers by the end of grade 3 and that includes 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 Identified Areas of Needs. However, given our commitment to providing the most current research based instructional practices based on the Essential Instructional Practices in Early Literacy GRADES K TO 3 (Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). Essential instructional practices in early literacy: K to 3. Lansing, MI: Authors), you will find the following IRIP pages for instruction are specifically and intentionally aligned to the Essential Instructional Practices in Early Literacy and should be considered the cornerstone of ANY literacy instruction, intervention, or practice at all tiers of instruction.

★ **What are some things about your student's literacy development that are influencing your Instructional Focus?**

★ **What are some of the skills/knowledge this student will need to learn right away to improve his/her literacy growth?**

★ **As you think about what you now know about this student, what might be some learning goals?**

★ **How might you connect the strengths the student has to the Instructional Focus you are identifying?**

The Individual Reading Instruction Plan (IRIP) Pages 2-6

➔ **IRIP: NOTE - The second page to the IRIP form is based on the Instructional Focus/Identified Area of Need (listed below) from the first page. Each of the pages are specifically designed to support the discussion and planning for a student connected to the Essential Instructional Practices in Early Literacy GRADES K TO 3 in these areas. Please select the coordinating second page.**

Instructional Focus/Identify 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.*
☐ Writing: *Ability to use mechanics in writing OR ability to compose quality writing.*
☐ Student struggles in many aspects of literacy.

Core Instruction

➔ **IRIP: Teacher identifies and records core curriculum and instruction that occurs daily in the classroom for all students**

➔ **IRIP: Teachers may list curriculum resources, instructional strategies used, and formative assessments given/reviewed as part of the child's DAILY reading instruction and referring to the Essential Instructional Practices in Early Literacy GRADES K TO 3 that may be indicated on the IRIP to support that goal**

This IRIP Companion Document embraces the Essential Instructional Practices in Early Literacy GRADES K TO 3 (Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force, 2016) as the foundational practices that support students literacy development in all tiers of instruction. To explore and learn how to implement the Essential Practices, virtual learning modules are available for free. These modules are for everyone — from leaders to classroom teachers — to use to support development of a deeper understanding of the Literacy Essentials. To learn more about the modules, release dates, and partnerships click here. To enroll in the released modules at MVU click here.

The purpose of the document is to increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported instructional practices that could be the focus of professional development throughout the state. The focus of the document is on **classroom practices**, rather than on practices (which will be addressed in a future document). Research suggests that each of these ten practices can have a positive impact on literacy development. We believe that the use of these practices in **every classroom every day** could make a measurable positive difference in the State's literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a *minimum 'standard of care' for Michigan's children* (p. 1)
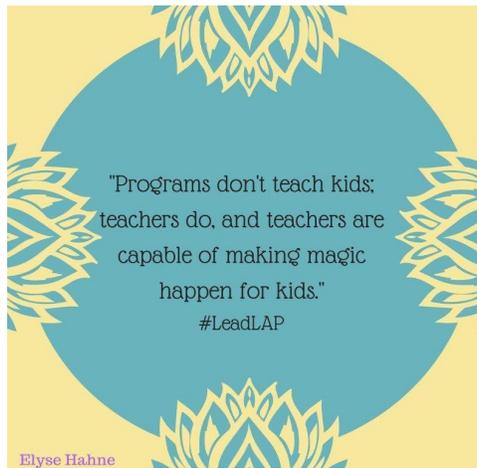

GUIDING QUESTIONS

★ **What are some big ideas that I am taking away from the Essential Practices as I think about daily classroom instruction?**
★ **Based on my review of my Core Instruction (Tier I), what are some connections I am making to the Essential Practices?**
★ **As I reflect on my own Core Instructional practices, what are some areas I notice that may be influencing this student's literacy development?**

It is suggested that individual teachers and school teams alike take a comprehensive look at their Core Instruction through the lens of the Essentials. To review what is meant by Core Instruction (Tier I), we suggest reviewing Differentiated Literacy Instruction (Duke, 2017).

Individually or as teams, consider what you are currently doing with regard to each Essential Practice. What does it "look like" and "sound like" in your classroom? You may choose to use this Essential Practices Worksheet (PDF version in Appendix A) to process that information and identify any gaps in the Core Instruction that may be influencing student literacy growth and development.

Instructional Goal

➔ **IRIP: Teachers use what they have identified as the Instructional Focus/Identified Area of Need from the assessment data to create an instructional goal for the child.**
➔ **IRIP: Teachers should write instructional goals in a format that one can identify specific and measurable successes (i.e. Student will be able to…., SMART goals, I can…**
➔ **IRIP: Teachers should list 1-3 goals that would be attainable during the instructional period using the information from Page 1 of the IRIP (Student Assessment) and the Essential Instructional Practices in Early Literacy GRADES K TO 3 to guide goal selection and language**

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

Elyse Hahne

GUIDING QUESTIONS

★ **As you think about what you know about this student and developmental literacy, what might be some learning goals?**
★ **How might you ensure that you are selecting goals that align with the student's developmental literacy needs?**
★ **As you reflect on the summary of the assessment data for this student, what are some areas of concern that come to mind?**
★ **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?**

Evidenced Based Intervention and Progress Monitoring Plan

Intervention Strategy

➔ **IRIP: Teachers select a Research/Evidence Based instructional strategy 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 TO 3, teachers and teams may identify strategies to address a student's area of instructional focus that he/she would benefit from in the IRIP as an additional support. Some students, in addition to the strategies and skills happening in Core Instruction, may require additional instructional strategies. Additionally, the Research and Resources to support the Essentials are found in Appendix A.1.

It is the firm belief of the authors of this document that there is no substitute for a well informed, well trained teacher of literacy to determine the "right" instructional focus AND provide the instruction to a struggling reader. For additional strategies and research/evidence based strategies for additional consideration, you may Refer to Differentiated Literacy Instruction (Duke, 2017) Pg 3.

★ **What might be some strategies that you would consider for this student?**
★ **What are some data that you are using to inform your strategy choice?**
★ **How might you ensure strategies are connected to student engagement and motivation strategies?**
★ **As you anticipate using this strategy with this student, what are some points where he/she might struggle?**

Provider

➔ **IRIP: Teachers record who will provide the instruction to the student around the focus identified**

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

1. Strengths
2. Challenges
3. Interests
4. Family supports, and
5. Ongoing performance in the classroom.

Often interventionists, specialists, and other school (certified and qualified) staff 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 of the IRIP instruction and the classroom teacher be a part of the process.

GUIDING QUESTIONS

★ **What are some factors you are taking into consideration as you determine who might be the best provider for this student's instructional plan?**
★ **Given how relationships with teachers directly impact learning, how might you use pre-existing positive relationships the child has with teachers to determine a provider?**
★ **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?**

➔ **IRIP: Teachers determine and record how often the instruction should occur (days per week)**
➔ **IRIP: Teachers 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 per week. The number of days per week may be determined by the minutes provided each day of the instructional session.

It is recommended that students receiving _Tier II_ supports 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
It is recommended that students receiving _Tier III_ supports receive in 1:1 or 1:2 ratio:
● 3 days per week - 30 minutes per day or
● 5 days per week - 15-20 minutes per day

Duration

➔ **IRIP: Teachers determine and record the length of the instructional period (number of weeks)**

Teachers should consider a _minimum of four weeks_ and a _maximum of eight weeks_ for the instructional period. After that time, the team should revisit the IRIP, analyze student data and information about progress and determine next steps.

GUIDING QUESTIONS
★ **What are some factors you are taking into consideration as you determine the frequency and duration for this student's instructional plan?** ★ **Given the resources available, what are some ways you are focusing on ensuring the best instructional plan for the child?** ○ **What might be some potential barriers to implementing the instructional plan that you are working through?**

Progress Monitoring

➔ **IRIP: Teachers determine and record how they will assess the student's progress toward the instructional goal**

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 specifically needs to be assessed. The tool may be a previously used assessment tool, a specific progress monitoring tool, or a tool created by the provider to align with the outcomes of the student's learning goal. 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.**

★ **Given the instructional goals set for the student, what are some things you expect to see/hear as the student is achieving them?**

★ **Given these goals, what are some ways you will monitor his/her learning?**

★ **What kinds of assessment will you use to determine the student's success related to the learning goal?**

Results of Instruction

➔ **IRIP: 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 four weeks, maximum eight weeks). Providers should consider changing the instructional plan and revisiting the effectiveness if a student demonstrates four consecutive data points that indicate:

A. the student is being successful on target with the learning goal (which indicates the student may need a new learning goal layered on)

<div align="center">OR</div>

B. the student is not showing progress toward the learning goal (which indicates the student may need a learning goal)

Providers should be able to identify and record both student success and areas of need still present for this section of the IRIP form. Based on their analysis of the results, providers will indicate Next Steps as follows:

☐ Discontinue additional support
   Yeah! The student made significant progress and no longer needs support

☐ Continue additional support
   This student is making great gains toward the learning goal 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 and adjusted instruction multiple times with little success toward the learning goal. We need to give the student MORE instruction to help him/her meet his learning goal.

Dates to Review IRIP

➔ **IRIP: In a collaborative effort by the IRIP team for the student, list the next date to review progress of the student**

<u>Appendices</u>