Individual Reading Plan (IRP)
Frequently Asked Questions (FAQs)
District Guidance and Support

State Board of Education
Vision and Mission

Vision
To create a world-class educational system that
gives students the knowledge and skills to be
successful in college and the workforce, and to
flourish as parents and citizens

Mission
To provide leadership through the development
of policy and accountability systems so that all
students are prepared to compete in the global
community
State Board of Education Goals
5-Year Strategic Plan for 2016-2021

✓ All Students Proficient and Showing Growth in All Assessed Areas
✓ Every Student Graduates High School and is Ready for College and Career
✓ Every Child Has Access to a High-Quality Early Childhood Program
✓ Every School Has Effective Teachers and Leaders
✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
✓ Every School and District is Rated “C” or Higher

Agenda

• State Board Policy Part 3, Chapter 41, Rule 41.1
• IRP and the Law
• MTSS and the IRP
  – Intensive Interventions
  – Progress Monitoring
  – Substantial Reading Deficiency
  – Documentation
  – Early Warning System (EWS)
• English Learners and Students with Disabilities
• Kindergarten Students
• Parental Notification
The Mississippi Department of Education shall require every school district to follow the instructional model which consists of (3) three tiers of instruction:

- Tier 1: Quality classroom instruction
- Tier 2: Focused supplemental instruction
- Tier 3: Intensive interventions specifically designed to meet the individual needs of students

The complete text can be found at: http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/sbe-policy-rule-41-1-intervention-revised-august-2016.pdf?sfvrsn=2

All students in Kindergarten and grades 1 through 3 shall be administered a state-approved screener within:

- the first 30 days of school,
- mid-year, and
- end of the year to identify any deficiencies in reading.

- State-Approved Screener: MKAS² Suite of Assessments Component 1 - Screener and Diagnostic Assessment
  - Renaissance Learning STAR Early Literacy
  - Renaissance Learning STAR Reading
Failure to make adequate progress following Tier 1 and Tier II, students will be referred to the Teacher Support Team (TST) if any of the following events occur:

a) Grades K–3: A student has failed one (1) grade
b) Grades 4–12: A student has failed two (2) grades
c) A student failed either of the preceding two (2) grades and has been suspended or expelled for more than twenty (20) days in the current school year
d) A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
e) A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

After referral, the TST must determine student needs and develop and begin implementation of interventions within two weeks, if deemed appropriate.

– TST Review
  • 1st Review – No later than 8 weeks (determine success of intervention)
  • 2nd Review – No later than 16 weeks (determine success of intervention)
  • If the intervention is unsuccessful, then the student will be referred for a comprehensive assessment
The LBPA was established to:

• improve the reading skills of Kindergarten and 1st - 3rd grade students enrolled in public schools
• ensure that every student completes the 3rd grade reading at or above grade level
• determine student’s progression in part through proficiency in reading
• inform students and parents of academic progress

The LBPA was amended in 2016 to include:

• Intensive reading instruction and intervention immediately following the identification of a reading deficiency
• Individual Reading Plan for Kindergarten and 1st - 3rd grade students with a substantial reading deficiency
By law, intensive reading instruction and intervention must be documented in an IRP that contains all of the following 7 components:

1. The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
2. The goals and benchmarks for growth;
3. How progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student will receive;

5. The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
6. The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and
7. Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.
• The IRP is for students in K-3 (and 4th grade students passed with Good Cause Exemption) who have been identified as having a reading deficiency

• A substantial reading deficiency is for example, a score in the Intervention or Urgent Intervention category, as set by Renaissance Learning, MAY represent a “substantial deficiency” in reading. Schools/Districts using other assessments should review the recommended guidelines for that assessment to determine what constitutes a “substantial deficiency”

• Kindergarten: You may choose to develop K IRP’s following September STAR progress monitoring. However, some K students may need an IRP from the beginning.

• An Individualized Reading Plan (IRP) is a living document for students with identified reading deficiencies.

• The IRP lists the specific interventions in place for students and requires progress monitoring data twice a month.

• The IRP is meant to hold teachers and schools accountable for implementing research-based interventions to ensure student achievement in literacy and beyond.
Checklist of the 7 Components

Student Name: || Teacher/School: || Date: ||

Individual Reading Plan Checklist

Following the identification of a reading deficiency, intensive reading instruction and interventions must be documented for each student in an individual reading plan, which includes, at a minimum, the following:

(a) The student’s specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
(b) The goals and benchmarks for growth;
(c) How progress will be monitored and evaluated;
(d) The type of additional instructional services and interventions the student will receive;
(e) The research-based/intensive instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
(f) The strategies the student’s parent is encouraged to use in assisting the student to achieve reading competency; and,
(g) Any additional services the teacher deems available and appropriate to accelerate the student’s reading skill development.

Note: The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for Tier II (Intensive Intervention). These pages may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II interventions. 

Section A

- Basic MSIS information
- For “Course Performance,” record current school year grades
How do you identify the specific reading deficiency (Section A)?

• Review the STAR Reading and/or STAR Early Literacy Instructional Planning & Score Report
• Give phonological awareness and phonics screeners, sight word and fluency probes
• Review formative and summative classroom assessments
• Administer additional district determined assessments

Examples of Probes:
Quick Phonic Screener, Easy RCBM, DIBELS, Letter Naming, Phoneme Segmentation, Nonsense Words, Oral Reading, Maze, Really Great Reading Decoding Screener (Beg, Int, Adv.)

Progress Monitoring

• Monitor bimonthly
• MORE than STAR (to show progress of specific deficiency)
• The more data you provide, the better

Section B: Goals and Benchmarks for Growth

Instructions: Teachers should complete progress monitoring for interventions. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the dashed line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.

Baseline: ________________________ Goal: ________________________
Progress Monitoring - Example

Section C: Progress Monitoring

Intervention Start Date:

How will progress be monitored and evaluated?

1st Documented Review Date: ________________
(to be completed no later than 8 weeks after starting intervention)

Cumulative Documented Review Date: ________________
(to be completed no later than 14 weeks after starting intervention)

Sufficient Progress Made? (circle one): Yes / No
(if no, an additional intervention form should be completed)

Adequate progress was not made; intervention was not successful in meeting student's needs. Referral to child study on (date). Enter Eligibility Category

Student Name: ____________________________ Individual Reading Plan

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Sections D & E: Listing Interventions and Programs

- **Section D:** List specific interventions to address the specific deficiencies.

- **Section E:** List the whole group-reading programs.supplemental material during the reading block.
  - All 5 components MUST be present and addressed through either the core program, the supplements, or a combination of both.

Intervention Guidance

- The selected intervention guidelines should guide the implementation, not an arbitrary number.

- Implementation can not be deviated from unless the decision was made based on data.

- Targeted assistance based on progress monitoring should be delivered by classroom teacher/other trained personnel.

- Additional intervention should be provided individually or in small groups (with or without technology)
What Do the Interventions Look Like?

- Small teacher-led groups—20-30 minutes daily (Maybe this is a good time for “double dosing” in centers)
  - Drills of phonological awareness, phonics, sight words and fluency
- Computer programs may be used as a RESOURCE but should not be used as the primary intervention for Tier III. Tier II and III are more effective when paired with teacher led interventions.
- *When you progress monitor, monitor students on the exact skill supported through interventions: if you use too general of a probe, you may not see growth

Intervention Guidance:
Tier I Reading

- High Quality classroom instruction and classroom supports delivered using evidenced-based reading strategies
  - Focuses on classroom instruction, differentiated instruction, and classroom management
  - Curricula and instructional materials aligned to College and Career Readiness Standards (CCRS)
  - Active engagement of ALL students
  - Explicit Instruction moving from simple to complex
  - Assessment tools and progress monitoring
- Universal Screener: Fall, Winter, and Spring
### Intervention Guidance: Tier II vs. Tier III

<table>
<thead>
<tr>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic/Targeted Intervention &amp; Supplemental Instruction</strong></td>
<td><strong>Targeted Instruction for Intensive Intervention</strong></td>
</tr>
<tr>
<td>• Additional, individualized small group or technology assisted instruction/intervention support</td>
<td>• Intensive interventions needed by students to make academic progress</td>
</tr>
<tr>
<td>• Reinforces previously taught skills</td>
<td>• Interventions are designed for students who are having significant difficulty with grade level standards</td>
</tr>
<tr>
<td><strong>Progress monitoring in 2-week intervals at a minimum</strong></td>
<td><strong>Progress monitoring at least weekly</strong></td>
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### Recommended Intervention Guidance: Tier II vs. Tier III

<table>
<thead>
<tr>
<th>Tier II</th>
<th>Tier III</th>
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</thead>
<tbody>
<tr>
<td>• 3-6 students per group</td>
<td>• 1-3 students per group</td>
</tr>
<tr>
<td>• 2-4 sessions per week</td>
<td>• 4-5 sessions per week</td>
</tr>
<tr>
<td>• 20-30 minutes per session</td>
<td>• 30-60 minutes per session</td>
</tr>
<tr>
<td>• Monitor progress in 2-week intervals at a minimum</td>
<td>• Monitor progress at least weekly</td>
</tr>
</tbody>
</table>

**Note:** The number of sessions and length of time per session should be based on the model/design of the prescribed intervention. Fidelity to the intervention model will yield the most success.
• **Section F**: Strategies for Parents/Guardians to use at home & signature

• **Section G**: Additional Resources that the school ALREADY has in place
Family Guide for Student Success

http://mdek12.org/ESE/Guides

Timeline & Logistics

- The IRP must to be completed within **2 weeks** of the BOY STAR Screener (initially some parts will be blank because it is an ongoing document).

- Once completed, the IRP stays in the students’ classrooms (teacher will update it as required). Have another copy kept elsewhere in case of a mishap (the school can decide this location).

- Parent meetings: 8 weeks and 16 weeks
Multi-tiered System of Supports (MTSS) and the IRP

**FAQs Hot Topics**

**Question:** Can the IRP forms replace the MTSS forms for students in grades K-3?

**Answer:** No. The Tier III component of the MTSS documentation does not include all of the requirements for the IRP; however, the MTSS documentation packet includes the IRP template (Appendix E).
**Question:** If a student requires an IRP, can we skip Tier II and move the student straight to Tier III?

**Answer:** Yes. Students with a significant reading deficiency requiring an IRP should be considered Tier III students.

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**Substantial Reading Deficiency**

**Question:** How is a substantial reading deficiency identified?

**Answer:** A substantial deficiency in reading may be defined through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in grades K-3, through statewide end of the year assessments or approved alternate yearly assessments in grade 3.
Question: What is a substantial reading deficiency?

Answer: A substantial reading deficiency is for example, a score in the *Intervention* or *Urgent Intervention* category, as set by Renaissance Learning. **MAY** represent a “substantial deficiency” in reading. Schools/Districts using other assessments should review the recommended guidelines for that assessment to determine what constitutes a “substantial deficiency”. Additional diagnostic assessments and/or other indicators should also be used to determine specific deficit areas so that interventions are tailored to address those needs.

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Question: May the identification of a “substantial reading deficiency” occur at any point during the school year?

Answer: Yes. A substantial reading deficiency may be identified during progress monitoring or any subsequent screening windows. If a student scores below the designated benchmark on formal or informal reading assessments, then he/she **may** need an IRP. Please consult with the Teacher Support Team (TST) for further guidance.
Question: Does IRP documentation remain at the district level or should it be submitted to the MDE?

Answer: IRP documentation should be housed at the school/classroom in which the student receives reading instruction. If a student with an IEP is receiving reading instruction in the general education classroom and the special education classroom, both teachers should have a copy of the IRP. Note: In the event of an audit, documentation may be requested for review.

Question: Should a new IRP be completed at the beginning of each school year?

Answer: Yes. Each year, student data should be used to determine whether a student will need an IRP.
English Learners

**Question:** Is an IRP required for EL students who have been identified as having a “substantial reading deficiency”?

**Answer:** Yes. All students (K-3) who, at any time, exhibit a substantial reading deficiency, as well as students who were promoted to 4th grade with a good cause exemption are required to have an IRP.

Students with Disabilities

**Question:** Is the IRP now a requirement in addition to the IEP?

**Answer:** Yes. In accordance with Section 37-177-1, the IRP is required for students (K-3) who, at any time, exhibit a substantial deficiency in reading, as well as students who were promoted to 4th grade with a good cause exemption. The IRP is **not** a part of the Individualized Education Program (IEP).
**Students with Disabilities**

**Question:** Who is responsible for implementing the IRP for students with disabilities?

**Answer:** The teacher providing reading instruction to the student is responsible for implementing the IRP. A student with a disability may receive reading instruction from the general education teacher and the special education teacher, including Inclusion and/or Resource. In this case, the student's general education teacher and special education teacher should work together to implement the IRP.

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**Students with Disabilities**

**Question:** If a student has a 504 Plan and receives intensive therapy in the dyslexia program, does he/she still need the IRP?

**Answer:** Yes. All public school students (K-3) who, at any time, exhibit a substantial deficiency in reading, as well as students who were promoted to 4th grade with a good cause exemption are required to have an IRP.
Kindergarten Students

**Question:** When should an IRP be completed for a kindergarten student?

**Answer:** It is recommended that an IRP be completed for a kindergarten student after results from both the beginning-of-year screener and the first progress monitoring assessment, which typically occurs in September, have been administered. Once a student has been identified, it is recommended that additional diagnostic information be gathered to make the determination for intervention. Therefore, multiple data points should be used to determine substantial reading deficiencies.

Parental Notification

**Question:** Does the IRP serve a dual purpose as the notification form to parents as required by law?

**Answer:** No. The parent notification letter is a different document. The IRP is not intended to serve as parental notification; however, it is recommended that the IRP be shared with parents.

A sample Parent Notification Letter may be found at [http://www.mde.k12.ms.us/ESE/literacy/resources-for-administrators](http://www.mde.k12.ms.us/ESE/literacy/resources-for-administrators).
**Question:** Is parental participation required in the development of an IRP for students with disabilities?

**Answer:** No. The IRP does not require the participation of a parent as the IRP is not a requirement of the Individuals with Disabilities Education Act (IDEA). The Office of Special Education (OSE) recommends that the district send a cover letter along with the required IRP parent notification letter explaining what an IRP is and is not.

Individual Reading Plan (IRP) FAQ Link: