



Individualized Reading Improvement Plan Grades K-3 Fall Teacher Companion Document

Law - In 2017, Michigan law changed to support statewide literacy efforts for students in Michigan. This law requires that Michigan school children read at grade level by third grade. As a result, Eastpointe Community Schools will complete an Individual Reading Improvement Plan (IRIP) for ALL students in kindergarten through third grade that are below grade level.

Documents - Documents have been prepared by the district for teachers to use, and to provide families with an understanding of the 2017 law, and how it impacts their child/children. These documents will be used by all, and may not be changed - fidelity is crucial.

Process - All K-3 students will be given the fall screener (our district is using NWEA). BOTH the Lexile and RIT will need to be included on the form with a brief explanation of the results of the assessment. All teachers will use digging deeper assessments to identify the reading deficiencies of every student and record them on the form. Approved assessments are DIBELS, DRA, and MLPP. (These are the only approved assessments for our district at this time.) Upon completion of the assessments, and analysis of the results, teachers will identify what type of intervention services are needed for each student. An intervention plan will then be developed by the teacher and student's parents. Conferences for all students will be scheduled to accomplish this important partnership. Our district's fall conferences fall within the acceptable window identified by the new law. Part of this plan will include a "Read at Home Plan." We expect teachers and support staff to help support students and their families to be successful with at home practice. All students will be assessed using NWEA again in January and May. If a student's NWEA or other approved assessments from January or May show that a student is now

below grade level, then the IRIP process will begin for that student. When a student progresses above grade level, the IRIP process will be completed. However, ONLY students with a current IRIP will be progress monitored at least every 3-4 weeks using Dibels, MLPP and/or DRAs so that we are providing on-time targeted instruction. The frequent progress monitoring, and response to these results through the instructional process, will be key to us helping all our students read at grade level. An assessment plan will be developed for our CI students to ensure the IRIP process is cohesive with their educational goals.

New students entering our district will be given a grade appropriate screener within the first 30 days of enrollment. If an IRIP is required, parents will be notified within the next 30 days.

Record Keeping – We will keep electronic copies of student IRIPs. Each building will maintain a folder containing teacher folders and class sets. A copy of the IRIP can be sent home to parents after conferences. It is expected that every effort will be made to have a conference with every student’s parents. That can be face to face, video conference, or phone. IRIPS should reflect the mode of communication as well as date and contact person. After the Winter test window, IRIPs will be updated, and letters will be sent out again. Copies of updated IRIPs should be sent home with update letters. At the end of the Spring testing one final update to IRIPs should occur. This final copy should go home. Another final copy should be printed and placed inside each child’s CA60.

When marking the “Small Group” portion of the IRIP, teachers can place an **F** (Fall), **W** (Winter, or **S** (Spring) next to interventions the student is receiving.



EAST POINTE COMMUNITY SCHOOLS

Third Grade Reading Law Parent Informational Sheet

Date:

Dear Parent/Guardian of:

This letter contains important information regarding your child's school progress and how new laws impact our school's plan to improve his/her reading skills.

New Laws:

In 2017, Michigan law was changed to support statewide literacy efforts for students in Michigan. This law requires that Michigan school children read at grade level by third grade. As a result, the rules below were put into effect in order to improve reading within the state.

Your Child's Progress:

We know you want your child to be successful in his/her education. We also want your child to be successful with learning in the classroom. The ability to read is critical to your child's success in school.

We recently completed assessments with your child in the area of reading. Data from the NWEA and/or MLPP, as well as DIBELS assessments, have shown that your child has been identified as **below grade level in the area of reading.**

Progress Monitoring:

All students who are identified will receive bi-weekly progress monitoring. This allows schools to monitor the improvement students are making toward end-of-year goals (i.e., spring benchmark) given the intervention they receive.

Intensive Interventions:

All students identified as substantially deficient are required to receive intervention to remediate their reading difficulties. This intervention is required to continue until the student meets grade level expectations at the next assessment period.

School/Family Partnership:

We would like to partner with you in order to improve your child's reading skills. Part of this partnership will include regular communication.

Connecting:

We will provide updates on your child's progress throughout the school year. We encourage you to talk with your child's teacher about any questions or concerns you may have. We look forward to partnering with you in order to improve your child's reading skills. Please contact your child's teacher with any questions or concerns you may have.

School Contact Information: Bellview Elementary 586-533-3100

School Contact Information: Crescentwood Elementary 586-533-3200

School Contact Information: Forest Park Elementary 586-533-3300

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We recently completed assessments with your child in the area of reading. Data from the NWEA and/or MLPP, as well as DIBELS assessments. **Your child is already receiving special education services.**

Progress Monitoring:

All students who are identified will receive bi-weekly progress monitoring. This allows schools to monitor the improvement students are making toward end-of-year goals (i.e., spring benchmark) given the intervention they receive.

Intensive Interventions:

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3RD GRADE READING LAW

A Parent Guide to Public Act 306



1 What Is The Law All About ?

- ▶ In an effort to boost reading achievement, Michigan lawmakers passed Public Act 306 in October 2016.
- ▶ Michigan's test scores on both the Michigan-based M-STEP ELA assessment and the NAEP (National Assessment of Educational Progress) reading assessment have shown a need for attention to early reading and literacy.
- ▶ On the 2015 NAEP Michigan was 41st in the nation for 4th grade reading achievement.
- ▶ To help more students be proficient by the end of 3rd grade, the law requires extra support for K-3 students who are not at grade level in reading.
- ▶ The law also states that a child may be retained in 3rd grade if he/she is one or more grade levels behind in reading at the end of 3rd grade.

2 What Do I Need To Know As A Parent?

- ▶ Your child's reading progress will be closely monitored.
- ▶ If your child is not reading where expected, a plan to improve reading will be created. This includes:
 - ▶ Extra instruction or support in areas of need
 - ▶ Ongoing checks on reading progress
 - ▶ A Read at home plan
- ▶ If you are notified your child may be retained, you have the right to meet with school officials and to request an exemption if in the best interest of your child. You have the right and are encouraged to be involved every step of the way!



3 How Will This Affect My Child?

In Grades K-3:

- ▶ Your school will use tests to identify students that need extra help with reading. These students:
 - ▶ Are at risk of not passing the M-STEP ELA in 3rd grade.
 - ▶ Are not reading at the expected level for his or her grade level and time of year.



If your child is identified as needing additional supports (extra help), your school will provide your child with an individual reading improvement plan. This means your child's teacher and school will work with your child to find where your child needs support in his reading development and create a plan to support him or her.

- ▶ The extra supports in your child's reading improvement plan will occur in small groups during the school day.
 - ▶ Your child will not miss regular reading instruction.
 - ▶ Part of your child's reading plan will include a read at home plan that encourages you and your child to read and write outside of the school day.
 - ▶ Your child may also be encouraged to participate in summer reading programs.
- ▶ Your child's teacher will also receive supports in evidence-based effective practices in teaching reading and writing supporting all learners to grow as readers and writers.

In 3rd Grade:

- ▶ Starting in 2019-2020, a student will not be promoted to 4th grade unless he or she:
 - ▶ Receives a reading score of less than 1 year behind on grade 3 ELA state assessment (M-STEP)
 - ▶ Shows a grade 3 reading level on another test approved by superintendent of public instruction
 - ▶ Shows a grade 3 reading level through a portfolio, or collection, of student work in all grade 3 ELA standards.
 - ▶ A child will only be required to repeat 3rd grade once.
- ▶ You will be notified by the state and district if your child may be required to be retained.
- ▶ You as a parent have the right:
 - ▶ To ask for a "good cause exemption" with the school or district within 30 days once notified.
 - ▶ To request a meeting with school officials (principal, etc.).



3RD GRADE READING LAW

A Parent Guide to Public Act 306



3 How Will This Affect My Child? *continued*

Are there any exceptions? Considerations **may** be made if your child:

- ▶ Has an IEP or 504 plan
 - ▶ Is an English proficient student (speaks second language)
 - ▶ Has had reading improvement plan for 2 years and was previously retained
 - ▶ Has been enrolled in current district for less than 2 years and did not receive reading support
 - ▶ Is grade level in all other subjects
 - ▶ Is in the best interest of the student and requested within 30 days
- ▶ If a request is made, the district superintendent will make a decision in writing and notify parents.
- ▶ The decision will be shared at least 30 days before school begins. The decision is final.

If your child repeats 3rd grade:

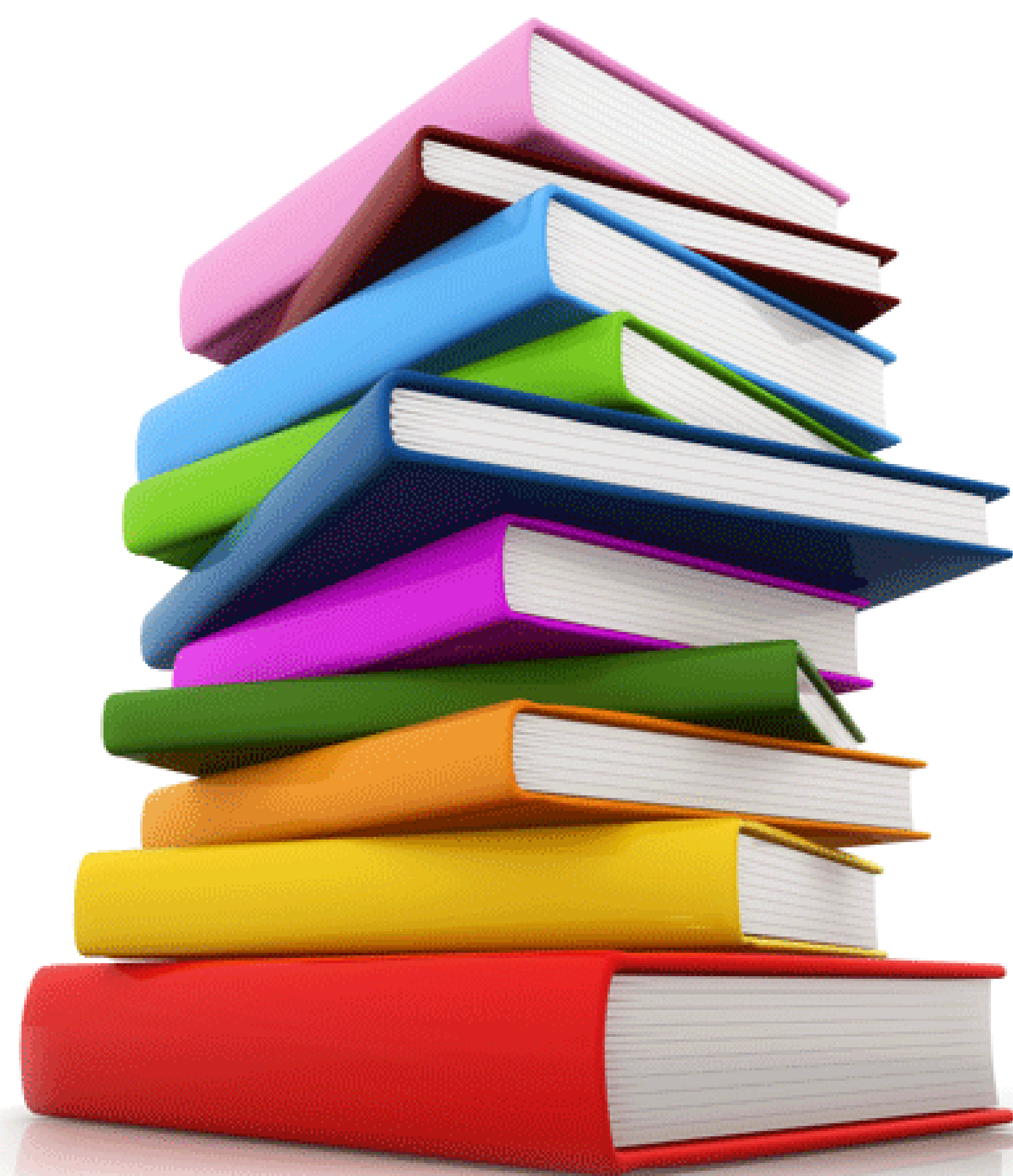
- ▶ His/her class will be with a highly rated teacher and/or reading specialist.
- ▶ Most of the day will be spent on reading instruction but some 4th grade standards will also be taught.
- ▶ Students will still have an independent reading improvement plan and get extra support.
- ▶ Student progress will be closely monitored.



4 What Can I Do To Support My Child?

Read at home with your child daily with books they enjoy- even in the summer. Some ways to do this:

- ▶ Read out loud to your child.
- ▶ Listen to your child read.
- ▶ Echo read (You read a line, then they repeat).
- ▶ Read together at the same time.
- ▶ Reread or retell favorite stories.
- ▶ Talk to your child about the reading.



As you read:

- ▶ Ask your child to share what they remember.
- ▶ Ask questions about the reading.
- ▶ Talk about your favorite parts, what you've learned, or who is in the book and what they do.
- ▶ Talk about the pictures in the book how they connect to the words on the page.
- ▶ Help connect the stories to your child's life or other books you've read

Talk to and with your kids a lot- knowing more words helps kids to understand the words they read better.

Encourage writing- Let children write the sounds they hear, spelling is developmental and a work in progress.

Be involved in your child's education and support the reading plan if your child has one.



Contact your building principal for further information and support for your child.



EASTPOINTE COMMUNITY SCHOOLS

← DEGREES OF INTENSITY →								
Layers of Support	Classroom All students receive Tier I instruction.	Tier 1	Approved Curriculum	Small Group	Whole Class	Independent Work		
				<ul style="list-style-type: none"> · Reading Workshop · Writing Workshop · Need-Based Reading Conference · Need-Based 	<ul style="list-style-type: none"> · Guided Reading Group · Literature Discussion Group (Book Clubs) · Genre, Text, and/or Author Studies · Reading/Writing Conferencing · Word Study 	<ul style="list-style-type: none"> · Read Aloud · Shared Reading · Mini-lessons · Word Study/Phonics · Share Time 	<ul style="list-style-type: none"> · Reading · Writing · Phonics and/or Vocab Tasks · Research Projects 	
		Intervention	Tier 2	Small Group		NOTES: Fall (F)	Winter (W)	Spring (S)
			<ul style="list-style-type: none"> · District MTSS (K-2 Grade) <ul style="list-style-type: none"> o Guided Reading o Assisted Writing Group 	<ul style="list-style-type: none"> · District MTSS (3rd Grade) <ul style="list-style-type: none"> o RAZ Kids o Read Live o Phonics for Reading o 	DRA Level:	DRA Level:	DRA Level:	
	Tier 3		Small Group					
	<ul style="list-style-type: none"> · District MTSS (K-2 Grade) <ul style="list-style-type: none"> o Kdg Intervention o Reading Recovery o LLI o 	<ul style="list-style-type: none"> · District MTSS (3rd Grade) <ul style="list-style-type: none"> o RAZ Kids o Corrective Reading o LLI o RISE 						
	CI/FLEX	Tier 4	Small Group					
		<ul style="list-style-type: none"> · K-2 Grade <ul style="list-style-type: none"> o Letter/Sound Recognition o Sight Word Recognition 	<ul style="list-style-type: none"> · 3rd Grade <ul style="list-style-type: none"> o o 					

Student Name

Teacher/Grade

Diagnostic Reading Assessment Data - NWEA		
Fall Date:	Winter Date:	Spring Date:
RIT	RIT	RIT
Lexile	Lexile	Lexile

Parent Involvement: Read at Home Plan

- _____ Read with child at home daily
- _____ Talk About Pictures/Ask Questions About the Story
- _____ Talk to Child/Engage in Conversation
- _____ Play a Reading Game
- _____ Use a Digital Resource

DRA Benchmark Scores (Developmental Reading Assessment)

Grade	Beg. Year	Mid Year	End Year
Kdg	n/a	2+	4+
1st	4+	10+	16+
2nd	16+	20+	28+

2020 READING Student Status Norms (Mean) RIT

	Grade	Beg. Year	Mid Year	End Year
Teacher Signature	Kdg	136.65	146.28	153.09
	1st	155.93	165.85	171.4
	2nd	172.35	181.2	185.57
Parent/Guardian Signature	3rd	186.62	193.9	197.12

Lexile Range

Initial Meeting Date	Final Meeting Date	Grade	Beg. Year	Mid Year	End Year
_____	_____	Kdg	n/a	n/a	n/a
		1st	190	300	400
		2nd	420	500	600
		3rd	520	600	700

Principal Reviewed Date



EASTPOINTE COMMUNITY SCHOOLS

This is our district approved curriculum.

All students receive

100% of students receive Tier I instruction.

Tier 2 instruction occurs when students need additional services.

Tier 3 intervention occurs when students need additional support beyond Tier 2.

		DEGREES OF INTENSITY					
		Approved Curriculum	Small Group	Whole Class	Independent Work		
Classroom	Tier 1 All students receive Tier I instruction.	<ul style="list-style-type: none"> Reading Workshop Writing Workshop Need-Based Reading Conference Need-Based 	<ul style="list-style-type: none"> Guided Reading Group Literature Discussion Group (Book Clubs) Genre, Text, and/or Author Studies Reading/Writing Conferencing Word Study 	<ul style="list-style-type: none"> Read Aloud Shared Reading Mini-lessons Spelling/Phonics Share Time 	<ul style="list-style-type: none"> Reading Writing Phonics and/or Vocab Tasks Research Projects 		
		Small Group District MTSS (K-2 Grade) <ul style="list-style-type: none"> Guided Reading Assisted Writing Group 		Small Group District MTSS (3rd Grade) <ul style="list-style-type: none"> RAZ Kids Read Live Phonics for Reading 	NOTES: Fall DRA Level:	Winter DRA Level:	Spring DRA Level:
Intervention	Tier 2	Small Group District MTSS (K-2 Grade) <ul style="list-style-type: none"> Kdg Intervention Teach Town Language for Learners Reading Recovery Road to Reading 		Small Group District MTSS (3rd Grade) <ul style="list-style-type: none"> RAZ Kids Corrective Reading 			
		C/FLEX	Tier 3	Small Group K-2 Grade <ul style="list-style-type: none"> Letter/Sound Recognition Sight Word Recognition 		3rd Grade <ul style="list-style-type: none"> 	
C/FLEX	Tier 4			Small Group K-2 Grade <ul style="list-style-type: none"> Letter/Sound Recognition Sight Word Recognition 		3rd Grade <ul style="list-style-type: none"> 	
		Diagnostic Reading Assessment Data - NWEA					
Student Name				Fall Date:	Winter Date:	Spring Date:	
Teacher/Grade				RIT	RIT	RIT	
				Lexile	Lexile	Lexile	

Here are the K-2 DRA scores.

Here are the K-3 NWEA scores.

Lower elementary interventions

Upper elementary interventions

You will complete this part together with your child's teacher at conferences.

Parent Involvement: Read at Home Plan

- _____ Read with child at home daily
- _____ Talk About Pictures/Ask Questions About the Story
- _____ Talk to Child/Engage in Conversation
- _____ Play a Reading Game
- _____ Use a Digital Resource

DRA Benchmark Scores (Developmental Reading Assessment)

Grade	Beg. Year	Mid Year	End Year
Kdg	n/a	2+	4+
1st	4+	10+	16+
2nd	16+	20+	28+

Here are the benchmark scores for DRA K-2

2015 READING Student Status Norms (Mean) RIT

Grade	Beg. Year	Mid Year	End Year
Kdg	141	151.3	158.1
1st	160.7	171.5	177.5
2nd	174.7	184.2	188.7
3rd	188.3	195.6	198.6

Here are the NWEA scores for K-3

Lexile Range

Grade	Beg. Year	Mid Year	End Year
Kdg	n/a	n/a	n/a
1st	190	300	400
2nd	420	500	600
3rd	520	600	700

Teacher Signature _____

Parent/Guardian Signature _____

Initial Meeting Date _____ Final Meeting Date _____

Principal Reviewed Date _____

A **Lexile** measure is a valuable piece of information about either an individual's reading ability or the difficulty of a text, like a book or magazine article. The higher the Lexile measure, the higher the level of reading ability.

RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area.



EASTPOINTE COMMUNITY SCHOOLS

Parent Teacher Conference Tips

- ★ **PREPARE, PREPARE, PREPARE:** prior to the conference, gather all the data points you will be covering (including your anecdotal notes, this shows you really know the child) and find an easy recording sheet that summarizes the main things you want to get across to parents
- ★ **Create a welcoming environment:** think about messaging in your parent waiting area
- ★ **Begin on a positive note:** approach parents with positive assumptions
- ★ **Have parents sign in and sign the report card envelope:** do this as soon as they are seated and then two of the four items you need signed are out of the way (check and check)
- ★ **Review Title I Compact:** this is a requirement of our Title I funding; simply review this agreement between students, teachers, and parents that all parties signed on the first day of school
- ★ **Roll up your sleeves and dive right into the IRIP:** for K-3 this will be the heart of the conference; remember to have parents sign that last page of the plan and hang on to it. Parents should have input into the read at home plan.
 - In 2017, Michigan law was changed to support statewide literacy efforts for students in Michigan. This law requires that Michigan school children read at grade level by third grade.
 - Eastpointe is committed to developing a strong Multi-Tiered System of support here at school to develop your reader.
- ★ **Review NWEA:** try and do it in parent friendly talk
- ★ **Make a plan with parents:** make sure they leave with a concrete task
- ★ **Write:** record any plans, solutions, concerns
- ★ **Show that you care:** of course it is so important to be honest with parents, but remember to do it in a kind and caring way.



EASTPOINTE COMMUNITY SCHOOLS

Winter Directions for IRIP and Parent Notification

IRIPs need to be updated; we recommend using a different color pen than you used in the fall. Your students should fall into one of the three categories below. *Note: Special Education has their own parent letters with Special Ed noted in the footer.*

1. For students that were put on an IRIP in the fall but are **still below** grade level: update their IRIP, make a copy, and attach the copy to the parent letter copied on **pink** paper for students **still below** grade level. Please send home to parents by February 28th.

2. For students that were put on an IRIP in the fall and are now **at** grade level: update their IRIP, make a copy, and attach the copy to the parent letter copied on **green** paper for students **at** grade level. Please send home to parents by February 28th.

This last case is rare, but may be needed.

3. For students that **were not initially put on an IRIP** in the fall and are **now below** grade level: create an IRIP, make a copy, and attach the copy to the parent letter copied on **yellow** paper for students **now below** grade level. You will need to schedule a conference with this parent per the 3rd grade law (phone conferences count). Please send home to parents by February 28th.



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When marking the the “Small Group” portion of the IRIP, teachers can place an **F** (Fall), **W** (Winter, or **S** (Spring) next to interventions the student is receiving.



Third Grade Reading Law Winter Update

Date:

Dear Parent/Guardian,

We are happy to report that your child is **currently at grade level for reading**. At this rate of progress and growth, this will be the last time you will receive this IRIP for the 2019–2020 school year. Your child will be assessed again in the spring, and NWEA data will come home with their last report card. Your continued support in reading with your child at home everyday will accelerate their growth.

Please feel free to contact us with any questions or concerns.

Sincerely,

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**Third Grade Reading Law
Winter Update**

Date:

Dear Parent/Guardian,

We have just completed our Winter assessments. At this time your child **remains below grade level in reading**. Your child will continue to receive Title I intervention to remediate their reading difficulties. This Title I intervention will continue until your child meets grade level expectations at the next assessment period. You will receive an IRIP with updated assessment information in the spring. Your continued support in reading with your child at home everyday will accelerate their growth.

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REVISED 2.28.2019
SPECIAL EDUCATION RUN ON YELLOW

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