

## INDIVIDUAL READING PLAN/MTSS ALIGNMENT CHECKLIST

Student:	Teacher:	Grade:	Date:
<p><i>Following the identification of a substantial reading deficiency, intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following documentation. Place a check mark in the box once you have completed documenting this piece in the MTSS documentation packet.</i></p>			
	(a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data and other correlating data points;	<b>MTSS Documentation Packet:</b> Tier III <i>Section 3B; page 14</i>	
	(b) The goals and benchmarks for growth;	<b>MTSS Documentation Packet:</b> Tier III <i>Section 3B, 3D; page 14, 16</i>	
	(c) How progress will be monitored and evaluated;	<b>MTSS Documentation Packet:</b> Tier III <i>Section 3B, 3C, 3D; page 14-16</i>	
	(d) The type of additional instructional services and interventions the student will receive;	<b>MTSS Documentation Packet:</b> Tier III <i>Section 3B; page 14</i>	
	(e) 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;	<b>MTSS Documentation Packet:</b> <i>Appendix E</i>	
	(f) The strategies the student's family is encouraged to use in assisting the student to achieve reading competency; and,	<b>MTSS Documentation Packet:</b> <i>Appendix E</i>	
	(g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development	<b>MTSS Documentation Packet:</b> <i>Appendix E</i>	

**Note:** *The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for **\*Tier III (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 or is needing additional intensive interventions at Tier III; 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for English Language Learners (ELs).*

**Teachers are not required to develop an IRP if the student currently has an IEP with Reading goals.** However, if a student's IEP does not currently address reading difficulties and the student later develops a deficit in reading, then the general education and the special education teacher must collaborate to determine whether goals need to be added to the IEP or if an IRP is most appropriate. If a student has an IEP that only has Math goals and the student later begins to struggle in reading, then an IRP must be written for K - 4 students. The individual needs of the student should dictate the goals and the supports provided. The general education teacher and the special education teacher should work collaboratively to develop and implement the IEP and continue to progress monitor as indicated in the IEP.