


Hello Huron County Educators,


When creating an IRIP, you may use the PDF template or the IRIP Template in MSWord.

Remember that the electronic IRIP files will need to be transferred to next year's teacher and a paper copy should go in the CA-60 in the event that the child moves to another district. Most districts are storing the IRIP files on the school server and someone with access to all (secretary, principal, or tech support) will need to move them to the correct teacher folder for the upcoming year. If you're not sure, ask your principal.


The MS Word document isn't locked in any way, so the concern is that you could accidentally delete sections of the template or accidentally save the file with student data in it and forget to rename it. Keeping an extra copy of the blank IRIP is probably a good idea, in case of such an event. The benefit is that it addresses the two biggest complaints: the font size remains constant no matter how much information you add and if you have a child who is retained you can easily add an additional section for that grade.

How to add an additional section for students who attended DK, are repeating a grade, or need an IRIP for an older grade:

Click the table you need to duplicate and find the  symbol in the upper left hand corner of each table. Click it to select the entire table, then right click to make a copy. Scroll down below the table and click in the space you want to insert and right click to paste.




Individual Reading Improvement Plan
To be created within 30 days of identification



Student Name:	Date of Birth:		
Initial Plan Date:	School(s):		
Plan Revision dates:			

Kindergarten Planning Committee			
Members Invited:	Method: (in person, by email, or phone)	Attended? Y/N	Notes:
Parent:			
Teacher:			
Principal:			
Other:			
Describe factors that may affect reading performance such as Attendance, Vision/Hearing, Health, Environmental Disadvantage, Disability, English Language Learner, Social/Emotional:			
Strengths:		Area(s) of Concern: (Highlight Box with Black if unable to check box electronically) <input type="checkbox"/> Phonemic Awareness: Ability to hear and manipulate sounds. <input type="checkbox"/> Phonics: Ability to understand relationship between letters and sounds they represent. <input type="checkbox"/> Fluency: Ability to read with sufficient speed and accuracy to support understanding. <input type="checkbox"/> Vocabulary/Oral Language: Knowledge of, and memory for, word meanings. <input type="checkbox"/> Comprehension: Ability to understand and draw meaning from text. <input type="checkbox"/> Additional Teacher Feedback:	

Kindergarten Reading Assessment Data					
DIBELS Universal Screening - Place an X under number to indicate tier				Diagnostic/Formative Measures	
TEST	FALL Assessor:	WINTER Assessor:	SPRING Assessor:	Date	Assessment and Results:
FSF	B/M 10 1 2 3	B/M 30 1 2 3			
LNF	B/M 8 1 2 3	B/M 27 1 2 3	B/M 40 1 2 3		

Because it's not a template, you will not be able to click in a box to select it. (See section highlighted in yellow, above.) For the Areas of Concern section, you will select the box and highlight it with black or select the box and choose Insert, Symbol, and pick the  symbol which will replace the empty box. For the Tiers in the Assessment Data section, you will click in the cell and type an X.

As always, contact Marilyn Peplinski or myself for assistance.

Karen Currie