



# CREATING AND USING MEANINGFUL IRIPs AS A TOOL TO SUPPORT STUDENT LITERACY GROWTH

Summer Coaches II Institute  
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# Agenda

- » Compliance/Commitment
- » Individual Reading Instruction Plan
- » Companion Document
- » Digging In
- » Next Steps



# Outcomes

It is our sincere hope that participants today will:


- » Deepen understanding of the IRIP
  - » Learn a *process* that supports the IRIP
  - » Challenge current context
  - » Plan for future work
- 



## Count on Us

- » To provide relevant and current resources & examples
- » To be open to your feedback
- » To respectfully press you to value process

## Count on You

- » To embrace process
  - » To examine your own practices
  - » To seek application
- 



# HISTORY OF OUR WORK

See the need~Fill the Gap



# 54%

## Michigan students not proficient in reading

### EARLY LITERACY TASK FORCE EXECUTIVE SUMMARY

# EveryChildEveryClassroomEveryDay

#### Purpose of this Executive Summary

- Establish a sense of urgency for increasing literacy achievement for every Michigan student
- Create awareness of the statewide collaborative network focused on literacy
- Provide examples of the efforts to leverage resources focused on a vision for student learning

#### Background and Partners in Collaboration

The Early Literacy Task Force is a sub-committee of the Michigan

Association of School Administrators (MAISA) General Education Leadership Network (GELN) representing Michigan's 56 intermediate school districts. The task force led an effort to create early literacy resources

to support Michigan educators in improving literacy skills of all students. Membership includes representatives from GELN, Michigan Department of Education, Michigan State University, University of Michigan, Michigan Elementary and Middle School Principals Association, Michigan Association of Computer Users in Learning, and more. The group has met monthly since December 2015. For a complete list of members, visit our GELN Early Literacy Webpage.

#### Urgency and Responsibility

There is an urgency for stakeholders to rally around new approaches to impacting our system in support of literacy. Michigan M-STEP data from 2015 portrays a startling reality: less than 50% of Michigan's 3rd Graders are proficient readers.

#### From Theory to Action

The Early Literacy Task Force developed a theory of action to focus intentional work of the statewide partnership group. The theory of action requires a structure of supports from the system to the student level. System level essentials that are articulated and adopted will propel the alignment of literacy policies, funding, and resources across the state, regions, and local levels. With these systems in place, we will develop literacy leadership capacity at state, regional and local levels in an intentional, multi-year manner. Only then, can we ensure quality professional learning sustained through effective coaching that supports teachers' development of instructional skills. Commitment to this systems approach will lead to high-quality instructional practices in every classroom, where every student will develop further literacy knowledge, skills, and dispositions leading to improved reading achievement.

Nationally Michigan ranks  
**41st in 4th Grade**  
reading scores on the 2016 National Assessment of Educational Progress.  
(Source: National Center for Education Statistics)

Nationally Michigan ranks  
**45th in 4th Grade**  
reading scores for Students who are Economically Disadvantaged

&

**48th for Students**  
who are Economically Advantaged  
(Source: Edweek.org)

**Only 46% of Students**  
are proficient on the 3rd grade 2016 English Language Arts M-STEP Assessment  
(Source: Michigan.gov)

maisa Michigan Association of School Administrators  
Leadership Innovation Results

geln General Education Leadership Network  
a MAISA collaboration



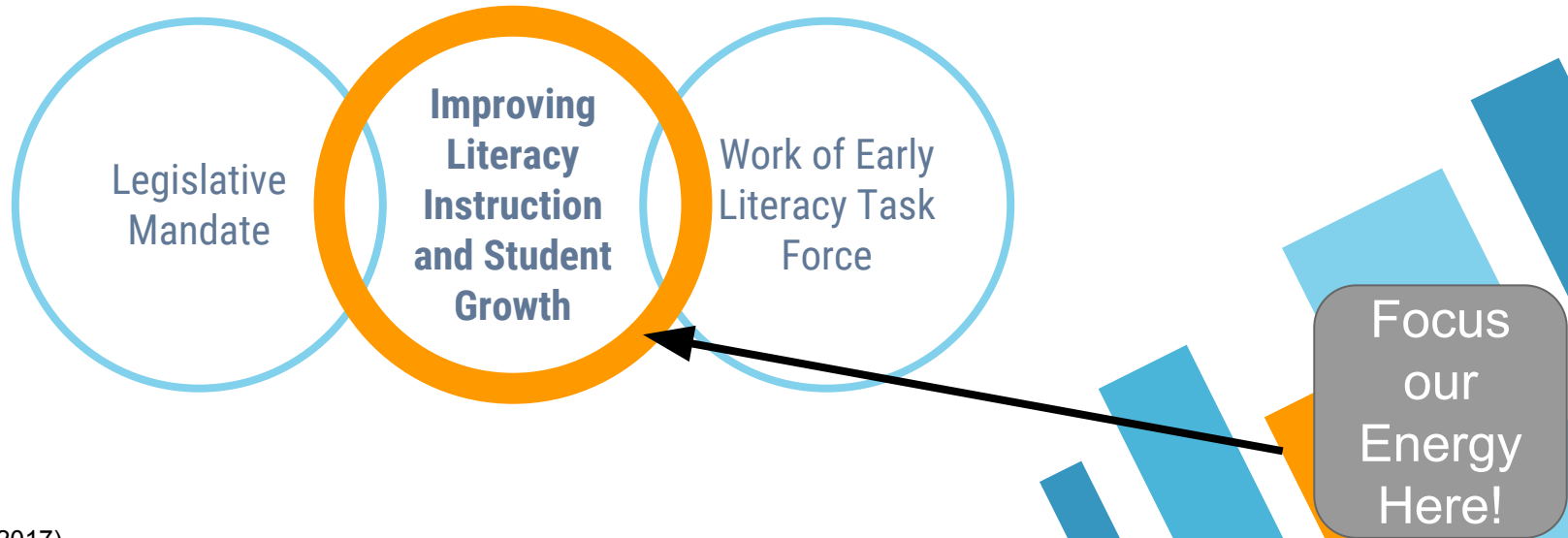
1.

# COMPLIANCE VS. COMMITMENT


Why are we doing this?



# Yes, we have to! But why wouldn't we?







**There is nothing  
better for helping a  
child learn to read...**

Than a well trained,  
well informed teacher  
committed to the child's  
success!

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



**What are some ways you are thinking about focusing on commitment?**

**How might you challenge the compliance culture with your teachers or in your school?**





# 2.

## THE IRIP FORM

This form meets the requirements in the legislation and is directly connected to the companion document





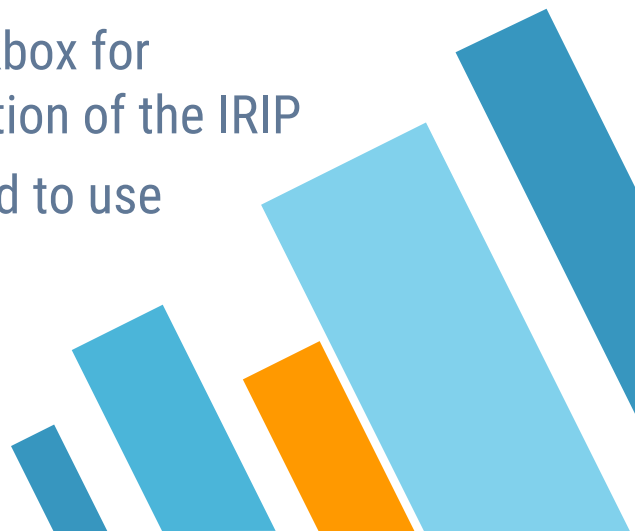
## WHAT IT IS

Student focused  
Strengths focused  
Data Informed  
Process Orientated  
An option for use



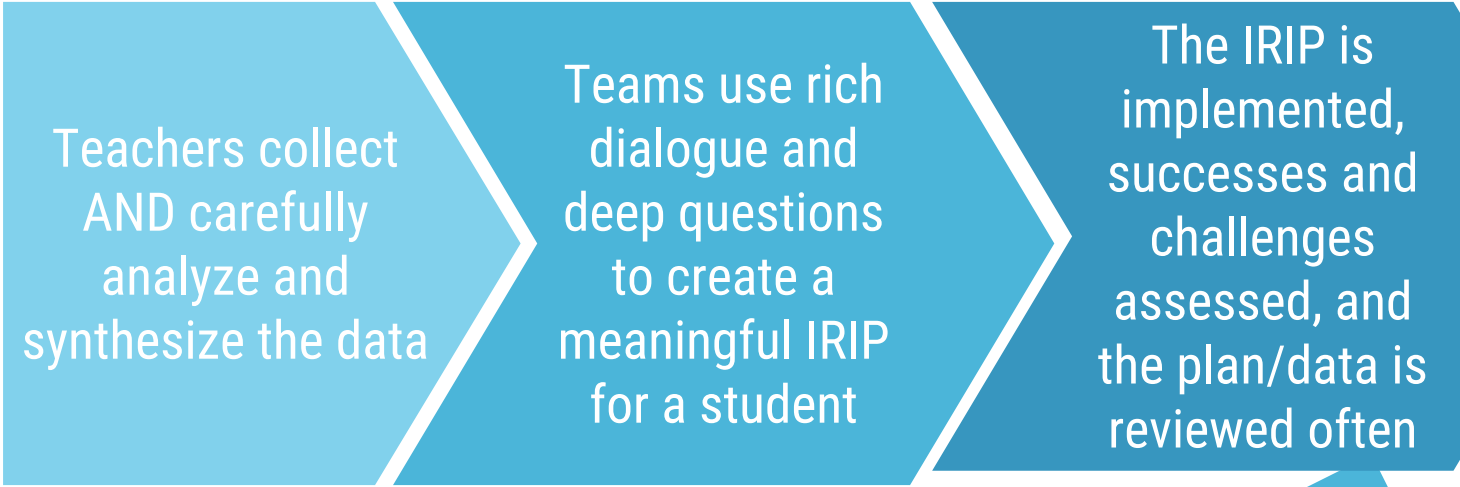
## WHAT IT IS NOT

Compliance focused  
Deficit focused  
A checkbox for  
completion of the IRIP  
Required to use






# It's the process that matters!



Teachers collect  
AND carefully  
analyze and  
synthesize the data

Teams use rich  
dialogue and  
deep questions  
to create a  
meaningful IRIP  
for a student

The IRIP is  
implemented,  
successes and  
challenges  
assessed, and  
the plan/data is  
reviewed often



# How it works?



## » Specific second page

Instructional Focus: Phonemic Awareness
Core Classroom Instruction Provided to Students in Reading (Tier I): <i>List curriculum resources, instructional strategies used, and formative assessments given/reviewed as part of the child's DAILY reading instruction and referring to <a href="#">Essential #4 - Teachers promote phonological awareness development, particularly phonemic awareness development, through explicit explanation, demonstration, play with sounds in words, and engaged study of words (see examples in companion document)</a></i>
Identified areas of Core Classroom Instruction that would support this child's learning:

## » Language



## » Hyperlinks

<a href="#">I am a hyperlink!</a> 
I am not a hyperlink. 

Student:	Student UIC:	Parent/Guardian:
Teacher:	School Year:	Grade:

Meeting Date:	<b>Fall      Winter      Spring</b>
Notification Sent Home:	Support for Home Plan:
Team Members Present:	

Initial Assessment:	Date Administered:	Results (Attach reports)	Summarize Findings from Assessment:
Extensive Assessment:	Date Administered:	Results (Attach reports)	Summarize Findings from Assessment:
State (Summative) Assessment: (if available)	Date Administered:	Results (Attach reports)	Summarize Findings from Assessment:

Additional Information that may influence instructional decisions (may include language proficiency, risk factors, attendance, prior interventions, special education/504 services, etc.)

Summarize Strengths:	<input type="checkbox"/> Phonemic Awareness: Ability to hear and distinguish sounds. <input type="checkbox"/> Phonics: Ability to understand relationship between letters & sounds they represent. <input type="checkbox"/> Fluency: Ability to read with sufficient speed 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"/> Writing: Ability to use mechanics in writing OR ability to compose quality writing <input type="checkbox"/> Student struggles in many aspects of literacy	Summarize Areas of Need:
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What you will see that likely won't see on other forms...



# 3.

## THE COMPANION DOCUMENT

Making sense of it all through the *PROCESS!*





# It's the process that matters!

Teachers collect  
AND carefully  
analyze and  
synthesize the data


Teams use rich  
dialogue and  
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# PURPOSE

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:





# Purpose

- ~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
- ~Emphasize the focus of effective literacy practices over programs and “silver-bullet” options of improving literacy development and achievement

- ~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

- ~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



## WHAT IT IS

A DRAFT

An option for use  
with any IRIP form

Easy to read/use

A collection of  
information,  
resources, and  
guiding questions  
to support



## WHAT IT IS NOT

FINISHED

Mandatory or  
recommended

A hard to read/use  
guide

A list of  
recommended  
programs





# TABLE OF CONTENTS

- » Introduction, Purpose, and User Information
- » A guide to the IRIP - Page 1
- » A guide the the IRIP - Page 2

## Key Sections

### → IRIP: DIALOGUE

#### GUIDING QUESTIONS

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



# Dig In

- » Cross reference one section
  - ◇ IRIP Form
  - ◇ Companion Document
  
- » Share out: Notice & Wonderings
  - ◇ Reference page number as you share

When the school bell rings on day one and all our students are in their seats, we will hold the future of this nation and this world in our hands. **Whatever we do will have lasting implications, not only on the lives of those students, but also on the lives of all of those whom they come in contact with.** So then, the question that we should ask ourselves should not be, “How can I make this work?” The question must be, ***“How can I afford not to make this work?”***

~Wendy Kopp, One Day, All Children



# Feedback Please!

## Contact us:

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