



Hanover-Horton Schools



Individual Reading Improvement Plan

1st grade Student Information		
Name:	Grade: <i>1st</i>	Initial Date of IRIP: <i>9/27/2021</i>
Literacy Footprint Score:	STAR Early Literacy Score: <i>Urgent Intervention or Intervention</i>	

RTI Support in Small group			
Grade	# of days per week	# of minutes per session	Progress Monitoring
			We will monitor progress monthly. Notes:
1st	2, 3, 4 days	25 minutes	

Goals			
<i>If "x" is marked, we are working on that area</i>			
Description	Date started	Area working on	Notes
Phonics	10/4/21		blends, sounding out words
Sight Words - read	10/4/21		read lists A-C, D-G
Sight Words- written	10/4/21		write lists A-C, D-G
Reading Comprehension	10/4/21		Literacy Footprints intervention books
Reading Fluency	10/4/21		Literacy Footprints intervention books
Written Work	10/4/21		Responding to reading in a written form

Hanover-Horton Elementary uses STAR Early Literacy (K-1) for our Initial Assessment. Every teacher uses Literacy Footprints for a pre and post assessment as well as a mid if needed. The elementary staff uses Literacy Footprints, Daily 5, Guided Reading, and CAFÉ' strategies during the reading blocks.

RTI Program- uses the DRA Progress Monitoring for our Extensive Assessment. These are the areas addressed in RTI:

*Phonemic Awareness *Phonics *Fluency *Word Work *Comprehension *Accelerated Reader

Parent Support

Written notification sent : 10/7/2021 Parent Read-at-Home Plan given: 10/7/2021

Parent Names: _____

Phone Number: _____

e-mail address: _____

<i>Communication with Parents</i>			
Date	Mode of Communication Letter, phone call, email	Outcome	Notes
10/7/2021	<i>Initial parent letter sent home with at home activities</i>		

By signing below I acknowledge that I received the Initial letter of reading deficiency as well as Read-at-Home Plan.

Parent Signature: _____ Date: _____

Staff Signature: _____ Date: _____

Melissa Duffrin, Title 1 Coordinator: Melissa Duffrin _____ Date: 10/7/2021