

# INDIVIDUAL READING PLAN/MTSS ALIGNMENT CHECKLIST



An Individual Reading Plan (IRP) shall be developed for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either (i) the first diagnostic or formative assessment of the school year or (ii) the first diagnostic or formative assessment of the second semester of the school year. The Individual Reading Plan should be developed as a part of an Multi-Tiered System of Support. In an MTSS, students are identified as having difficulty with reading development as a part of a comprehensive assessment system. Literacy interventions are delivered to these students. Literacy interventions may occur at the supplemental or intensive levels. The legislative requirements of the Individual Reading Plan are described below.

Check	SB 387 Requirements	Individual Reading Plan (IRP)	MTSS Early Warning & Intervention System
	(1) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data and other correlating data points;	<a href="#">Literacy Intervention Plan Guiding Document</a> - Best Practice #1 & 5	
		Section 2 - IRP	ECATS Intervention Plan: General and Specific Areas of Need
	(2) The goals and benchmarks for growth;	<a href="#">Literacy Intervention Plan Guiding Document</a> - Best Practice# 5	
		Section 3 - IRP	ECATS Intervention Plan: Progress Monitoring Goal
	(3) How progress will be monitored and evaluated;	<a href="#">Literacy Intervention Plan Guiding Document</a> - Best Practice #5	
		Section 3 & 4 - IRP	ECATS Intervention Plan: Progress Monitoring Measure Selection, Goal, Plan Review
	(4) The type of additional instructional services and interventions the student will receive;	<a href="#">Literacy Intervention Plan Guiding Document</a> - Best Practice #3 & 4	
		Section 2 - IRP	ECATS Intervention Plan: Intervention Description
	(5) The Science of Reading-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;	Link to Section V Literacy Standards	
		Section 1 - IRP	ECATS MTSS: Core Plan <a href="#">Core Plan Template</a>
	(6) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.	Link to Section V Literacy Standards	
		Section 1 - IRP	ECATS Intervention Plan: Student Notes

\*Students with IEP goals in the area of Reading are not required to have an Individual Reading Plan (IRP).