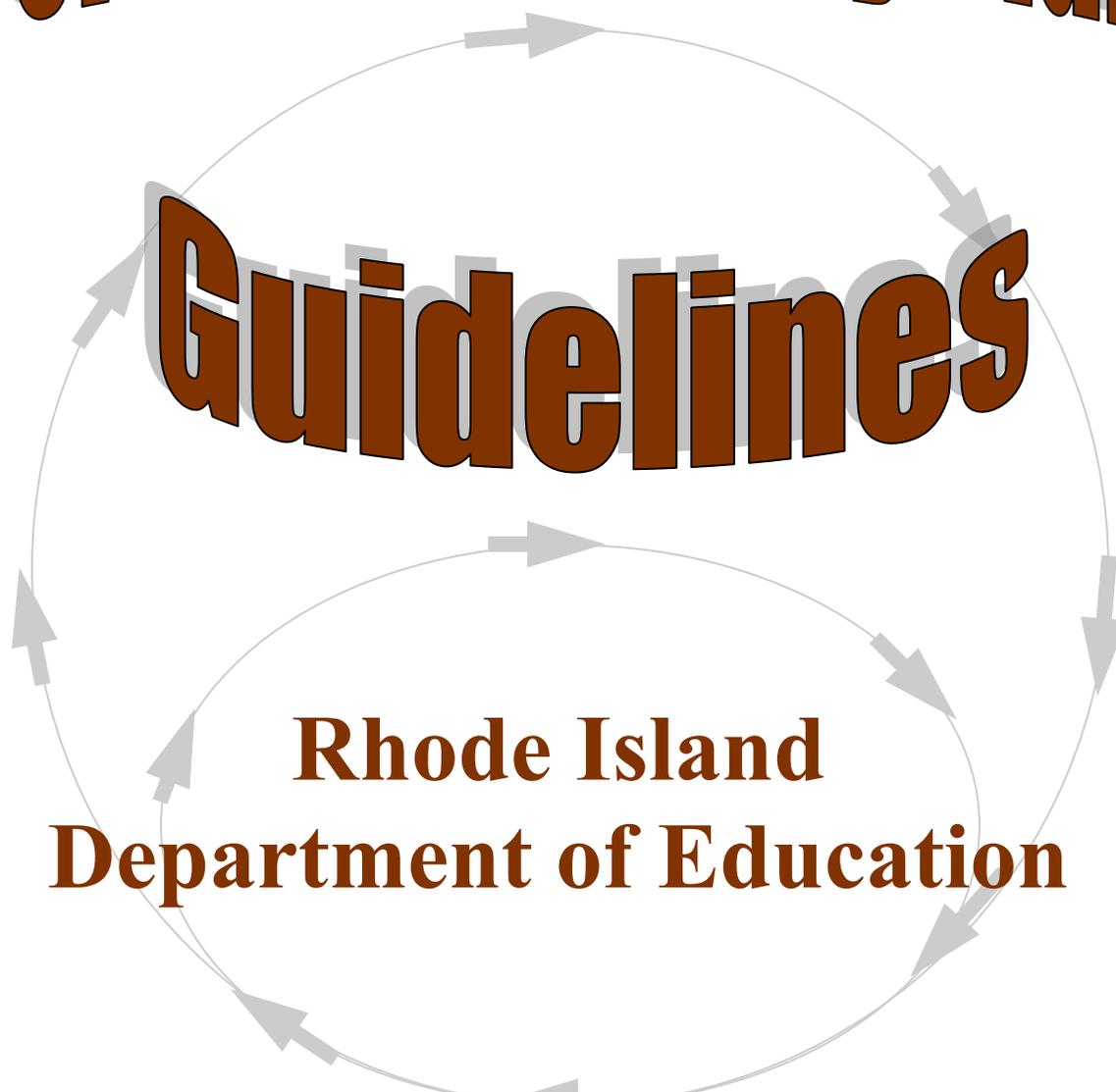


Personal Literacy Plan



Guidelines

**Rhode Island
Department of Education**

**September 2013
Third Edition**

Revised March 2014

To teach all students, we must teach each student.
(Kame'enui, 2002)

Struggling readers who need extra help are not identical to one another in their needs. In fact, their needs are most often widely diverse. Because of that, there is no one magic technique, program, or set of materials that works for all students (Fountas & Pinnell, 2001). Instead, what is needed are methods of analytically observing students individually, as well as using valid diagnostic and progress monitoring assessments, yielding data that result in modification and/or adjustment of materials and teaching techniques for individual learners. **Good instruction for struggling readers focuses on a *difference model*, one that meets students at the point in their literacy development where they are performing and then seeks to move them forward, rather than a *deficit model*, which focuses on what students do not know.**

For additional information, please refer to the [Rhode Island Comprehensive Literacy Plan](#).

Personal Literacy Plan Guidelines K-12

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FOREWORD

The Rhode Island Department of Elementary and Secondary Education (RIDE) believes that all students can learn to read given appropriate instruction and support that is reflective of each student's individual needs. The PLP Guidelines articulate and define the process of Personal Literacy Plans (PLPs) while using language to engage and facilitate understanding for educators, families, and stakeholders.

The RIDE recommends that all Local Education Agencies (LEAs) utilize the PLP Guidelines in concert with their Response to Intervention (RTI) Framework to guide refinement of PLP development, use of interventions/assessments, and data analysis to support students' reading achievement.

ACKNOWLEDGEMENTS

As a state, our work with Personal Literacy Plans began to take shape in June 2005 and as a result, literacy instruction for all Rhode Island students reflected a collaborative and concerted effort to ensure our students reading on grade level. Since, Rhode Island has seen improvement in state assessment reading data.

We want to specifically acknowledge all of the efforts educators in Rhode Island have made and continue to make towards supporting our students who are reading below grade level. Additionally, the work that LEAs have completed in developing protocols and policies have resulted in successful implementation of the PLP process. As we progress towards the future, it is imperative that we all continue to reflect on and revise our literacy practices to ensure every student in Rhode Island is reading on grade level when they graduate.

Background

The Rhode Island (RI) General Assembly is committed to improving students' reading achievement as seen in RI General Law 16-7.1-2 (c) requiring schools to develop personal literacy programs (PLP) for all students K-5 who are at risk for reading failure: (While the law uses the term program, it is very important to note that the word "program" as used here refers to a design to improve a student's reading level, not a basal reading series or other commercial reading program.)

(c) The strategic plan shall include strategies to improve the performance of students in mathematics, reading, and writing. Each plan must describe a scientific research based, as described in the No Child Left Behind Act of 2001, Title 1, Part B, Section 1208 [20 U.S.C. Â§ 6368], reading instruction to improve the reading skills of all students in the early grades (kindergarten through grade five (5)) that is aligned with the board of regents reading policy. The district must develop, implement and evaluate a Personal Literacy Program for each student in these grades who is performing below grade level. These strategies shall be based on the adequate yearly progress expected for students and schools. Annual performance targets for determining whether schools and districts have made adequate yearly progress will be set by the commissioner of elementary and secondary education. The general assembly expects these district strategies to increase the number of fourth grade students performing at or above the proficient standard in mathematics, reading, and writing in each district and school. The increase shall be established annually in accordance with Â§ 16-7.1-4.

The Rhode Island Board of Regents 2011 Secondary Regulations set the framework for improving literacy for secondary students reading below grade level. These regulations require all LEAs to provide scaffolded literacy instruction school-wide and targeted and intensive supports including Personal Literacy Plans (PLPs) that document intervention and support for students reading one or more years below grade level.

Who Needs a Personal Literacy Plan (PLP)?

- All students K-5 reading below grade level must have a PLP in accordance with RI General Law 16-7.1-2 (c).
- All students 6-12 reading one or more years below grade level must have a PLP in accordance with the [Rhode Island Regents Secondary Regulations \(March 2011\)](#). This includes students receiving targeted and/or intensive supports.
- All students K-12 who have an existing PLP continue with their PLP until they are no longer reading below grade level.
 - For example:
 - Students who have a PLP and transition from an elementary school to secondary school continue with a PLP regardless of whether they will be receiving intensive or targeted support.
 - Secondary students who transition from intensive support to targeted support continue with a PLP until they are reading less than 1 year below grade level. LEAs may decide to continue their students PLPs until they are no longer reading below grade level.
- All English Language Learners (ELLs) K-12 who are reading below grade level in English need a PLP, regardless of other factors. If the English language instructional program for ELLs meets all state and federal requirements, then it also fulfills the requirements of the PLP and no additional steps need to be taken.
- All students K-5 with IEPs who are reading below grade level must have a PLP. All students 6-12 with IEPs who are reading one or more years below grade level must have a PLP. The Rhode Island Regulations Governing the Education of Children with Disabilities section 300.320 requires IEP measurable goals and objectives be aligned to PLPs where applicable. ([Rhode Island IEP FAQ \[9-13-12\] question #49](#) includes examples of how the PLP requirements can be met for individual students with disabilities based upon their individual data based needs.)

Note: The PLP Guidelines are the same for students with or without IEPs.

Revised March 2014

What is a Personal Literacy Plan (PLP)?

A PLP...

- Is a plan of action for a teacher to use to bring a student to reading proficiency.
- Provides a problem-solving approach for improved student reading that is cyclical, inclusive (involving teachers, parents, administrators, etc.) and connects to the process of school improvement.
- Ensures that all students will become proficient readers (i.e., reads and comprehends at least on grade level).
- Provides a framework designed to meet the needs of an individual student, accelerating said student up to grade level.
- Records intervention results that inform subsequent school personnel of successful instructional approaches.
- Provides appropriate and focused instruction for struggling readers beyond the context of classroom instruction for all students.
- Informs LEA's Comprehensive Assessment System that is aligned with state adopted standards.
- Focuses on the improvement of students' reading proficiencies as required by Rhode Island laws and regulations.
- Is not dependent on one specific model, program or assessment.

Major components of a PLP:

<u>Intervention</u>	Focused and appropriate evidence-based instruction based on student needs determined by assessments.
<u>Intervention Progress Monitoring</u>	Occurs frequently (weekly, bi-weekly, monthly) for students with a PLP and for students in targeted literacy groups at the secondary level. The results of this type of progress monitoring inform instructional decisions in the individual student's intervention plan or for the targeted group plan.

Prior to initiating the PLP process...

Systematic and Explicit Literacy Instruction for ALL Students

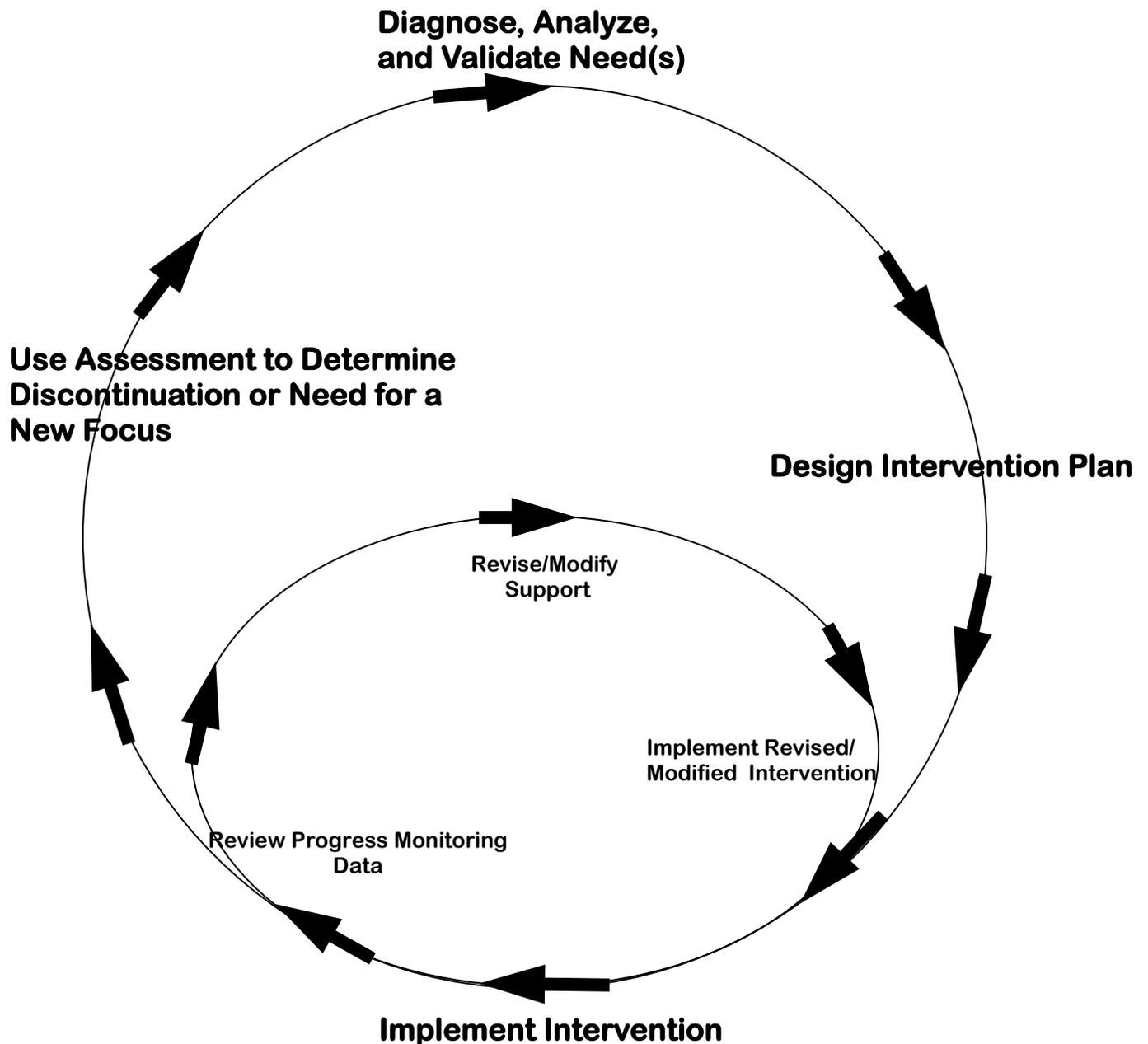
- School-wide differentiated literacy instruction provided by the classroom teacher for all students at the elementary level.
- School-wide discipline-specific differentiated literacy instruction provided by all content area teachers for all students at the secondary level (middle and high school).
- Universal screening instruments inform teachers of student progress to determine supplemental instruction and the need to initiate the PLP process.
 - **LEA/School level universal screening** - In addition to monitoring student progress, the purpose of this assessment is to make informed decisions for resource allocations, professional development planning/implementation, program planning and evaluation, etc.
 - **Classroom level** or “curriculum embedded” assessments are ongoing and include tasks typically used during the instructional process. They evaluate student’s learning based on systematic observation and guide the specifics of instruction within the curriculum.
- A *Student Literacy Record* (see Appendix D) maybe used by a school/LEA to maintain literacy growth and PLP documentation over time. This record should begin when a student enters a Rhode Island school for the first time and should follow them until graduation.

Screen and/or Review Reading Achievement

- Distinguish **every student, every year** who is succeeding or will continue to succeed with the regular instruction from those students who may need additional assistance by using performance on statewide assessments, local assessment data, portfolios, student records, existing PLP, etc.
- Review the reading achievement of students, who enter anytime during the school year, in a timely manner. Screening assessments must be given to students entering from out of state and may be given to students who transfer from within the state if information is needed. If a student has been identified as being “at-risk” during the screening assessment, it should be followed by diagnostic assessment(s).

The PLP process must be initiated on behalf of the student in accordance with the Local Education Agency (LEA) policy, when students are identified as not reading at grade level through screening and/or periodic progress monitoring.

Life Cycle of a PLP Problem Solving Approach



The Life Cycle of a PLP is based upon a cycle of inquiry. Therefore, elements of the RTI problem solving approach and Data Use PD cycle of inquiry are present within the PLP life cycle. While terminology may differ, each utilizes data to improve student learning.

Life Cycle of a PLP

[Refer to page 15 for additional information - Roles of PLP Personnel]

Diagnose, Analyze, and Validate Need(s)

- Administer diagnostic assessment(s) to acquire greater information about at-risk students.
- Analyze the results to determine the specific need.
- Validate to confirm screening results. Are we reasonably confident the student needs instructional support in this area? Use additional information, other assessment data, knowledge about the student, etc.
- Record and maintain the reading level of the student identified.
- Determine if the student will be placed in a targeted intervention group or receive intensive intervention, at the secondary level.

Design Intervention Plan

- When composing the student's intervention plan determine what supports the student needs: who, what, when, where, how, including instructional targets, benchmarks, timeline, and system for review in accordance with LEA protocol/procedures.
 - What are the goals of instruction?
 - What specific skill(s) do we need to teach?
 - What instructional curriculum/programs to use?
 - What specific instructional strategies to use?
 - How much instructional support may be needed?
 - Who will provide the support?
 - How much time, how frequently, when?

Implement Intervention

- Ensure appropriate instructional supports are completed in accordance with the Intervention Plan.

Review Intervention Progress Monitoring Data

- Assess to determine if progress is being made.
 - Is the intervention effective in improving the student's literacy skills?
 - Is the student progressing at a sufficient rate to achieve the goal?
- Document assessment data.

Revise/Modify Support

- Revise plan and include (if needed) expanding circle of support for increasingly complex plans.

Implement Revised/Modified Intervention

- Once revised/modified plan has been implemented, repeat the inner cycle. This process is to be repeated as many times as needed.
 - **Review Intervention Progress Monitoring Data of the Revised/Modified Intervention.**
 - Assess progress to determine if progress is being made.
 - Is the intervention effective in improving the student's literacy skills?
 - Is the student progressing at a sufficient rate to achieve the goal?
 - Document assessment data.
 - **Revise/Modify Support.**
 - Revise plan and include (if needed) expanding circle of support for increasingly complex plans.
 - **Implement Revised/Modified Intervention**
 - Ensure appropriate instructional supports are completed in accordance with the Intervention Plan.

Use Assessment to Determine Discontinuation or Need for a New Focus

- If outcome assessments aligned with state adopted standards indicate a student is at grade level, the student no longer needs a PLP.
 - Maintain documentation for possible future use/reference.
- If assessments indicate the student is still not at grade level, then a review of all documented information along with any other data available will be used to determine another area of focus or more effective strategies for instruction. A new intervention plan is then put in place.
- In addition to a PLP, a referral for Special Education evaluation may be considered if:
 - In spite of successive, research-based interventions, the student is no longer making progress toward the state adopted standards.
 - The student's progress is dependent on a level of support that cannot be maintained over time in general education.
 - If a referral is made, then the Evaluation Team will be asking the following questions:
 - Have interventions of appropriate type, progression and intensity been implemented with fidelity? If not, consult for additional interventions. If yes, consider the next question.
 - Given the student's response to interventions - including rate and gaps of learning, and intensity of instruction needed - do we suspect that the student might have a disability? If not, consult and continue supports within general education. If yes, consider if any additional evaluation is necessary.

[Refer to [*Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities*](#) for more information.]

Assessment

Carefully chosen assessments are an integral part of your LEA's comprehensive assessment system and the PLP process. All four types are needed in every LEA's comprehensive assessment system.

Screening

- Predicts which students are likely to experience reading difficulty.
- Identifies students who are at-risk for reading difficulty and in need of further diagnostic assessment(s) and/or additional interventions.

Screen and/or review reading achievement of **every student, every year** to distinguish those students who are succeeding or will continue to succeed with the regular instruction from those who may need additional assistance by using performance on statewide assessment, local assessment data, portfolios, student records, existing PLP, etc.

Diagnostic

- Provides more detailed information about a student who has been identified as being "at-risk" at any time during the year.
- Provides more precise and in-depth analysis of a student's strengths, weaknesses; frames instruction for the particular student.
- Determines more specifically which components of comprehensive reading (fluency, phonemic awareness, phonics, text comprehension, and vocabulary) are problematic for the student.
- Analyzes assessment and other relevant data to inform appropriately designed PLP or targeted intervention.

Progress Monitoring

- Informs the teacher about the student's progress.
- Determines if the student is making adequate progress.
- Provides timely measures to inform instruction.

Outcome

- Provides broader information about programs and student learning.
- Provides data about what has been accomplished over a period of time.

[Refer to [Comprehensive Assessment System: Rhode Island Criteria & Guidance](#) for additional information]

PLP Expanding Circle of Support System

*systematic support created for students who need additional assistance
to reach reading proficiency in terms of an expanding circle*

This system promptly responds to students, who are not reading at grade level and require more than differentiated instruction, in the regular classroom.

ALL STUDENTS ARE WITHIN THE INITIAL CIRCLE OF SUPPORT.

As a means for achieving reading proficiency, ALL students are at the center of this circle supported by their teacher's differentiated classroom instruction and family involvement.

- Utilize screening assessment data and review reading achievement.

Many students will achieve reading proficiency (i.e. reading at grade level) within this circle of support. Other students may not.

- If not, the PLP process is initiated on behalf of the student, according to LEA policy:
 - **Diagnose, Analyze, and Validate Need(s)**
 - **Design Intervention Plan**
 - **Implement Intervention**
 - **Review Intervention Progress Monitoring Data**
If the results of the intervention do **not** lead to the student reading at grade level, the teacher may need to request appropriate members of the PLP Expanded Support Team to join the personnel already involved in the PLP process and initial circle of support.

If needed, such personnel may include:

ELL teacher	Special Education teacher
Literacy Coach	Speech and Language Specialist
Principal	Title I teacher
Psychologist	Other professionals whose input would help design/ implement strategies and interventions for these students
Reading Specialist	
School Counselor	
School Nurse teacher	
Social Worker	

The circle of support expands, when additional relevant school personnel (members of the PLP Expanded Support Team) are needed to help design, implement, and progress monitor the Intervention Plan.

- **Revise/Modify Support**
 - Selected PLP Expanded Support Team, along with the members of the initial circle of support would consider all of the interventions implemented thus far, analyze the data collected thus far, then determine new or revised interventions to be implemented.
 - This team might also consider whether additional support services may be needed thus expanding the circle to another level.
- **Implement Revised/Modified Intervention**
 - Repeat the **Implement Intervention** part of the cycle, as many times as needed.
 - **Review Progress Monitoring Data**
 - **Revise/Modify Support**
 - **Implement Revised/Modified Intervention**
- **Use Assessment to Determine Discontinuation or Need for a New Focus**

If results of progress monitoring at any level of support and outcome assessment show that the student is reading at grade level, the student would return to the initial circle of support (student, differentiated classroom/content area instruction, and parental involvement). The PLP would be discontinued.

If the student is not reading at grade level, the circle of support may continue to:

EXPAND
(include more/different personnel)
or
CONTRACT
(if personnel are deemed unnecessary for the current intervention plan)

throughout the duration of the student's PLP.

- In addition to a PLP, a referral for Special Education evaluation may be considered if:
 - In spite of successive, research-based interventions, the student is no longer making progress toward the state adopted standards.
 - The student's progress is dependent on a level of support that cannot be maintained over time in general education.
 - If a referral is made, then the Evaluation Team will be asking the following questions:
 - Have interventions of appropriate type, progression and intensity been implemented with fidelity? If not, consult for additional interventions. If yes, consider the next question.
 - Given the student's response to interventions - including rate and gaps of learning, and intensity of instruction needed - do we suspect that the student might have a disability? If not, consult and continue supports within general education. If yes, consider if any additional evaluation is necessary.

SYSTEM OF PLP SUPPORT ELEMENTARY & SECONDARY MODEL

The Role of the Parent/Guardian

[Refer to Appendix F for parental resources]

- To provide input in the planning of the intervention.
- To be aware of instructional interventions and to provide support and reinforcement at home.

Note: The parent/guardian does not have the right to refuse PLP services. However, while the parent/guardian is not required to approve or sign off on their child's PLP, it is recommended that the parent/guardian be engaged in their child's PLP process, in order to provide the child with multiple opportunities for success.

The Role of the PLP Expanded Support Team

(A team within the school whose expertise includes reading literacy)

- To determine new or revised interventions to be initiated within the current PLP.
 - To consider all previous interventions.
 - To analyze data.
- To consider whether additional support services may be needed.
- To provide direct support if needed in their individual roles or to consult as a member of the team.
 - Based on student need, members of the team may include: English Language Learner (ELL) teacher, Literacy Coach, Principal, Psychologist, Reading Specialist, School Counselor, School Nurse teacher, Social Worker, Special Education teacher, Speech and Language specialist, Title I teacher, and other professionals whose input would help design/implement strategies and interventions for these students.

SYSTEM OF PLP SUPPORT- ELEMENTARY MODEL

The Role of the Classroom Teacher

- To review the student's reading achievement.
 - May include state assessment results, local reading assessments, observation data, samples of student work, etc.
- To differentiate instruction for all students as needed so they can read and acquire information in every subject.
- To employ and analyze diagnostic assessments/tools when necessary to gain more specific knowledge of the student's strengths/needs/skill level(s).
- To invite parent/guardian to participate in the planning of intervention(s) and to help support his/her child's literacy growth outside of school.
- To design, implement, and manage a PLP for the student in consultation with a Reading Specialist, ELL teacher, and/or other school personnel as needed.
- To provide specific information and documentation regarding student's reading needs and progress to his/her parent/guardian.
- To report student data to building principal.

SYSTEM OF PLP SUPPORT- SECONDARY MODEL

The Role of the Classroom/Content Area Teacher

- To explicitly instruction students so they are proficient in the standards of grade and content area:
 - English- Common Core State Standards for English Language Arts
 - All other content areas- Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects
- To differentiate instruction for all students as needed so they can read and acquire information in every subject.
- To provide ongoing assistance in navigating content, concepts, text structure, and academic vocabulary encountered in texts read by the students.
- To familiarize himself or herself with and use the information documented on every student's PLP that is relevant for their classroom instruction.

System of PLP Support- Secondary Model continued →

SYSTEM OF PLP SUPPORT- SECONDARY MODEL (continued)

The Role of the Specially Trained Literacy Teacher

- To be specially trained, but not necessarily reading-certified.
 - To use strategy-based literacy “ramp-up” programs for reading and writing in the pertinent content areas.
 - To implement extended literacy periods.
 - To purposefully design study skills classes, etc., to aid instruction/learning.
 - To consult with ELL Teachers, Reading Specialists and/or other school personnel as needed when designing instruction for students.
- To administer diagnostic assessments, provide **Targeted Literacy Instruction**, and monitor student progress for these identified students.
- To invite parent/guardian to participate in the planning of intervention(s) and to help support their child’s literacy growth outside of school.
- To develop, implement, and maintain Personal Literacy Plans (including a record of the screening, intervention, and progress monitoring) for the **targeted** group of students who receive this specialized instruction.
- To provide specific information and documentation regarding each student’s reading needs and reports progress to his/her parent/guardian.
- To report student data to building principal.

The Role of the Certified Reading Specialist

- To possess a current Rhode Island Reading Specialist’s certificate.
- To administer diagnostic assessments, provide **Intensive Literacy Instruction**, and monitor student progress for these identified students.
- To invite parent/guardian to participate in the planning of intervention(s) and to help support their child’s literacy growth outside of school.
- To develop, implement, and maintain Personal Literacy Plans (including a record of the screening, intervention, and progress monitoring) for the students receiving **intensive** (students who are reading significantly below grade level) instruction.
- To consult with ELL Teachers and/or other school personnel as needed when designing instruction for students.
- To consult with the Specially Trained Literacy Teacher, as needed.
- To maintain a record of the screening, intervention, and progress monitoring results for these students.
- To provide specific information and documentation regarding student’s reading needs and progress to his/her parent/guardian.
- To report student data to building principal.

The Role of the Student

- To demonstrate best effort towards improving one’s reading proficiency.
- To read self selected text(s) as much as possible outside of the school environment.

SYSTEM OF PLP SUPPORT LEA

The Role of the Principal

- To be responsible for the reading success of all students.
- To support involvement of parents/guardians in student's literacy education.
- To oversee and monitor the PLP process, including:
 - Implementation.
 - Working with the School Improvement Team on PLP outcomes including:
 - Curriculum.
 - Instruction.
 - Assessments.
- To analyze PLP reporting forms in order to make informed decisions with respect to:
 - Program planning and evaluation.
 - Resource allocations.
 - Professional development planning/implementation.
- To use student data to make knowledgeable decisions on student learning and allocation of resources.

The Role of the Superintendent

- To develop and implement a K-12 PLP system that includes explicit and consistent provisions for student transitions from grade to grade, building to building, as well as degree of intervention(s) (targeted and intensive).
- To support involvement of parents/guardians in student's literacy education.
- To work with the LEA Strategic Planning Team on PLP outcomes including:
 - Curriculum.
 - Instruction.
 - Assessments.
- To analyze PLP reporting forms in order to make informed decisions with respect to:
 - Program planning and evaluation.
 - Resource allocation.
 - Professional Development planning/implementation.
 - Identification of students who "do not attain proficiency" on the statewide assessment.

Appendix A

GLOSSARY

ASSESSMENT—the process of gathering data/information about student learning using tools such as commercial or teacher-made tests, observations, samples of student work, etc.

DIFFERENTIATED INSTRUCTION—student-centered instruction that acknowledges that different learners have differing needs. Teachers plan a variety of ways to tailor instruction for individual learners so that the learning experiences provide an appropriate fit for all students.

ENGLISH LANGUAGE LEARNER (ELL)—Linguistically and culturally diverse students who have been identified through reliable and valid assessments as having levels of English language proficiency that preclude them from accessing, processing, and acquiring unmodified grade level content in English, and thereby, qualifying them for support services (WIDA Consortium, 2000).

FLUENCY—the ability to read text accurately, quickly and with proper expression. Fluency provides a bridge between word recognition and comprehension.

INDEPENDENT READING LEVEL—the level at which a student can read alone, with no more than one error per 20 words read with good comprehension. Independent reading level materials are relatively easy text for the reader.

INSTRUCTIONAL READING LEVEL—the level at which a student can read with no more than one error per 10 words read with satisfactory comprehension appropriate for instruction. Instructional reading level materials engage the student in challenging but manageable text with teacher support and guidance.

INTERVENTION—additional, intensive, focused and appropriate instruction provided to students who are struggling with learning to read and write.

LITERACY—the ability to read, write, speak, listen, and communicate with others effectively.

ORAL LANGUAGE—involves both speaking and listening and includes vocabulary development.

PHONEMIC AWARENESS—the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken language.

PHONICS—the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

PLP EXPANDED SUPPORT TEAM—a team, whose expertise includes reading literacy that assists in the design, implementation, or progress monitoring of an intervention for an at-risk student.

SECONDARY—middle and high school grade levels.

STATE ADOPTED STANDARDS—learning expectations (standards) that articulate what students should know, understand and be able to do; formally adopted by the Rhode Island Board of Education.

TEXT COMPREHENSION—the ability to synthesize, analyze, evaluate, and apply new information that has been learned from reading; a process by which readers construct meaning from written communication.

VOCABULARY—words we need to know to communicate with others. There are four types of vocabulary: listening, speaking, reading and writing.

Acronyms

ELL=English Language Learner **LEA**= Local Education Agency **IEP**=Individual Education Plan

Appendix B

Frequently Asked Questions ~ FAQs

PLP PROCESS

➤ **What is the goal of a PLP?**

The goal of the PLP is to put into place a process for supporting all students as they develop reading proficiency.

➤ **How often are PLPs updated?**

A PLP is a dynamic plan of action used to accelerate the student's learning towards reading on grade level. Therefore, the PLP should be updated/revised as the progress monitoring is completed, analyzed, and recorded throughout the year.

➤ **How should reading "below grade level" be defined?**

It is the LEA's responsibility to define reading "below grade level" within their comprehensive assessment system and PLP policies. Since each LEA has selected its own assessments (screening, diagnostic, progress monitoring), it is the LEA's responsibility to make the decision of "who is reading below grade level" based on the analysis and interpretation of their data.

LEAs should use their student statewide assessment data to confirm their definition of "below grade level." For example: If many students are not proficient on the statewide reading assessment, but are considered "on grade level" within the LEA's PLP protocol/policies, then RIDE recommends a review of current LEA practices, policies and assessments. Conversely, if the LEA's data shows many students not reading at grade level, whereas said LEA's statewide reading assessment data demonstrates proficiency, RIDE recommends a review of the LEA's comprehensive assessment system.

➤ **Are LEAs expected to use the student's independent level or instructional level when determining if he/she needs a PLP?**

LEAs may use either independent or instructional level when determining a student's reading level. Depending on the screening tool and other sources of information that each LEA is using to determine eligibility for a PLP, LEAs will decide which level they will use. For example: a student in 6th grade at the beginning of the school year should be reading independently at a 5th grade level and instructionally at a 6th grade level to be considered reading at grade level.

Note of caution: For LEAs using Developmental Reading Assessment (DRA) 4-8, it is based on a student's independent level. However, a level 60 (grade 6 passage) has comparable text to many 5th grade appropriate stories. Therefore, it is written for independent reading at grade 6 and a current 6th grade student at the beginning of the year should be given this level. If the DRA assessment is used at the end of the school year, a current 6th grade student should be reading independently at the 6th grade level and instructionally at the 7th grade level. Therefore, a level 70 (grade 7 passage) should be used.

Not all screening instruments have been developed in this manner. It is important that the LEA has a clear understanding of the analysis for the screening instrument that they have selected.

➤ **Are the types of support at the secondary level flexible?**

Yes, they are flexible and should allow students to move among the different facets based on their progress monitoring/outcomes results. Students may be included in targeted groups and receive intensive instruction simultaneously.

➤ **What is the difference between tiers at the secondary level and expanding circle of support?**

Every student at the secondary level receives Tier 1 support from every content area teacher. Tier 2 (targeted intervention) is additional support needed by some students who are reading 1-2 years below grade level. Tier 3 (intensive intervention) is for students who are reading 3 or more years below grade level. Whereas, the expanding circle of support refers to the personnel within a school community who may assist in the development, implementation or progress monitoring of a PLP for students at the elementary

and secondary levels. Please refer to pages 15-16 of this document for more details on *Expanding Circle of Support*.

➤ **Does RIDE delineate the recommended number of meeting times per week or time for students within Targeted or Intensive supports?**

No. RIDE does not set the requirements for number of sessions per week nor length of time. LEAs design their requirements for PLPs within the parameters of state guidance. Furthermore, the initial Intervention Plan within a student's PLP sets how much time, how frequently, and when the intervention will take place in accordance with the LEA's protocol/procedures. The PLP Cycle does include reviews of intervention progress monitoring data. If the student's assessment data show that sufficient progress is not being made, the plan must be revised and/or modified. The revisions/modifications to the plan might include a programmatic change, personnel change, duration change, frequency change, etc.

➤ **Are LEAs required to screen ALL of their students (K-12) every year?**

LEAs are required to review reading achievement of **every student** and are encouraged to use a screening assessment with non-PLP students every year in the elementary grades in addition to reviewing performance on statewide assessment, local assessment data, portfolios, and/or student records, to distinguish those students who are succeeding or will continue to succeed with classroom/content area instruction from those who may need additional supports. At the secondary level, the LEA may use a universal screening in addition to performance on statewide assessment, local assessment data, portfolios, and/or student records. If a student has an existing PLP, there is no need to screen the student because the need for additional supports has already been established.

It is the LEA's responsibility to establish the protocols for this screening/ review process. The LEA's Comprehensive Assessment System should identify universal screening, diagnostic, and progress monitoring assessments used within each grade to ensure the validity and reliability of the data that is gathered and then used to determine if a student is reading on grade level in accordance with the LEA's protocols.

PLP DOCUMENTATION

➤ **Once a PLP has been resolved, what happens to the documentation?**

The LEA should devise a system to maintain the documentation for possible future reference.

➤ **When a student transfers to another LEA within Rhode Island, how will the receiving LEA be alerted that the student has a PLP?**

If the student currently has a PLP, the current PLP document must be sent to the receiving LEA to ensure that the intervention plan continues. A Student Literacy Record (Refer to Appendix D) may also be sent to provide a student's PLP history.

➤ **Do LEAs need to forward PLPs to a student's new school (including Collaborative, State Operated and/or Charter Schools) within Rhode Island?**

Every student has a right to have all relevant education plans forwarded to a new school, including both Individualized Education Programs (IEPs) and Personal Literacy Plans (PLPs). This includes Charter, Collaborative, Alternative Schools, etc.

➤ **How long does a student require a PLP?**

Once the interventions provided have proven successful and lead to a student reading at grade level, the student will no longer require a PLP. PLP documentation should remain in the student's file for future reference.

➤ **If a student has a PLP at the elementary level, what will happen when the student transitions to a new school?**

The PLP shall continue until the student is reading at grade level. LEAs are responsible for the development and implementation of a K-12 PLP system that includes explicit and consistent provisions for students' transitioning from grade to grade, building to building, or LEA to LEA.

➤ **Does a PLP for a student continue if they enter the secondary level and they are not reading on grade level? Does it continue if they move out of the LEA's jurisdiction?**

Yes. Once a student is placed on a PLP, the student continues their PLP until they are reading at grade level (or less than one year below grade level at the secondary level); regardless of whether they go from elementary to secondary levels within the LEA or go to another LEA within Rhode Island.

➤ **Can any indication of Special Education services be identified on PLP documents?**

Students **can** be identified on their PLP as having an IEP, as long as it is listed among one of many student categories (For example: Title I, Literacy, Reading Recovery, 504 Plan, ELL, IEP, Speech). If this information were included on this document, just like any other student record, it would be considered and maintained as confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

PLP FORMS

➤ **Will all PLPs look the same?**

No, PLPs will vary from LEA to LEA. However, they must all include the required elements. Additionally, if the LEA has different forms at the various levels, elementary, middle, high, they all need to include the required elements.

➤ **Will there be a single document for K-12 or will separate ones be accepted?**

LEAs have had and will continue to have the liberty to create separate documents for various grade levels/spans within their jurisdiction. However, every PLP within the LEA must contain all the required elements.

➤ **Will RIDE require one PLP form to be used by all?**

No. While RIDE does supply a state sample PLP form for LEAs to use, it is up to the individual LEA to decide which form they would like to use.

➤ **When is the PLP data due to the Department of Education?**

As of 2012, RIDE has suspended the collection of PLP data from any LEA through the annual reporting. RIDE will re-evaluate and make decisions for PLP data collection dependent upon the Instructional Management System.

Until further notice, LEAs are required to develop, implement, and progress monitor PLPs for all students reading below grade level. All LEA's protocols should remain in place.

ROLES & RESPONSIBILITIES

➤ **Who is responsible for actually writing the PLP?**

At the elementary level, the classroom teacher in consultation with other professionals will write the PLP. At the secondary level, a certified reading specialist and/or a specially trained literacy teacher will take responsibility for writing the PLP in consultation with content teachers, administrators and others. For students with disabilities who receive all their services in the area of literacy outside of the general education setting, special educators will be primarily responsible for developing and carrying out PLPs.

➤ **What is the role of the special education teacher in this process?**

Special education teachers have a responsibility to work with elementary classroom teachers as PLPs are developed, carried out, and revised for students with IEPs. At the secondary level, they are responsible for working with the certified reading specialists, as PLPs are developed, carried out, and revised for students with IEPs. Special Educators also have the responsibility to work with the specially trained literacy teachers who service the targeted intervention groups. For students with disabilities who receive all their services in the area of literacy outside of the general education setting, special educators are primarily responsible for developing and carrying out PLPs.

➤ **Which LEA is responsible for students who require targeted or intensive literacy support if they participate in a vocational program in another LEA?**

Commonly, the school/center where the student receives his/her academic instruction will be responsible for assessing, planning, implementing and monitoring targeted and/or intensive literacy support for their students, unless other arrangements have been made.

All content area teachers, whether they are in a comprehensive high school or technical school/center are required to: employ School-wide Discipline Specific Literacy Instruction; differentiate instruction for all students as needed so they can read and acquire information in every subject; provide ongoing assistance in navigating content, concepts, text structure, and vocabulary encountered in texts read by the students; and familiarize themselves with and use the information documented on every student's PLP that is relevant for their classroom instruction.

PLPs, RTI & SPECIAL EDUCATION

➤ **Will a PLP carry the same legal weight as an IEP? Can parents refuse these services?**

The Board of Education regulates PLPs for grades 6-12, while state law mandates PLPs for grades K-5 [RI General Law 16-7.1-2 (c)]. Therefore parents/guardians may not decline a PLP, but they may refuse/decline to participate in a home component.

➤ **Do students who participate in the Alternate Assessment require a PLP?**

Yes. When a student's reading level indicates that a PLP is needed, the Guidelines are the same for a student with or without an IEP. The state assessment the student participates in does not impact their eligibility for a PLP.

➤ **What is Response To Interventions' (RTI) relationship with PLPs?**

The PLP process is same as the Tier 2 and 3 interventions within the RTI Framework. PLPs are specifically for students who are in need of interventions in the area of reading. Both PLPs and RTI require the use of screening assessments and consistent progress monitoring to determine if instructional practices and interventions are meeting the student's needs.

PROFESSIONAL DEVELOPMENT / TECHNICAL ASSISTANCE

➤ **What are the qualifications required for the Specially Trained Literacy Teacher?**

The Specially Trained Literacy Teacher must receive sufficient training/ course work in Reading instruction to understand how to plan instruction for students to make accelerated progress in reading. In addition, if the Specially Trained Literacy Teacher is required/ expected to implement a commercially manufactured Reading Program, the teacher must be trained with/in this program to ensure that the program is implemented with high fidelity.

For example: If a school is using Reading 180, Accelerated Reader, America's Choice Ramp Up, etc. for their targeted students, the Specially Trained Literacy Teacher must successfully complete the professional development from the company on how to manage/execute the program effectively.

The Specially Trained Literacy Teacher should also receive on-going training in various topics in the five essential areas of reading from school and district Reading Specialists, and attend local, state and/or regional workshops in literacy.

Note: English teachers receive formal training in their course work within their content specialty of English. This training does NOT provide sufficient training/course work in reading instruction.

➤ **Where do I find PLP information within the RIDE website?**

To access the PLP webpage directly: <http://www.ride.ri.gov/PLPs>

Appendix C

List of Required Elements for PLPs

Element	Explanation
Basic Information	
Student Name	
Student ID Number	
Date of Birth	
ELL Proficiency	List each appropriate domain and level from ACCESS.
Attendance Record	
Current Information	
Teacher(s)	
LEA/School/Grade	
Record of Home Contact(s)	This may be covered in intervention plan with a Parent/Student Contract for home activities or if parent is included/notified in review and revision of PLP, etc.
PLP History	Record whether this is an initial PLP {i.e. Yes/No check off} for a student. If no, then record dates of previous PLP(s) if student has since been exited. If this is a continuation of a PLP from the previous year then this box should be left blank. Please note: If the LEA uses the <i>Student Literacy Record</i> (Appendix D) for every student, then this element is not required.
Information Documenting Needs	
Differentiated Instruction	List instructional strategies/procedures, supports, and/or activities that are in place for this student. Students can be identified on their PLP as having an IEP. However, if this information were included on this document, just like any other student record, it would be considered and maintained as confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).
Results of Assessments	Screening and LEA Progress Monitoring data must be included to present an overall picture of student's reading level. Diagnostic assessments must be included to clearly define problematic areas and/or strengths. This could include a narrative to provide the rationale behind the need for the student to receive instruction in a particular area of literacy.
Intervention Plan	
Goal	Write goal to indicate intended outcome of the intervention based on area and specific description of concern. State the goal in observable and measurable terms. Use the following questions to guide your thinking: What is problematic for the student? What level of performance is expected for this student? What state adopted standard is student currently working towards becoming proficient in? What is the length of time anticipated for the student to reach the goal?
Instructional Intervention	Describe the procedures relevant to solving the identified problem. Indicate the amount of time the procedures will be implemented, materials and strategies used, person(s) responsible for implementation. What instructional procedures are to be used in the intervention? What materials are needed to implement the procedures or strategies? What length of time and how often will the intervention take place? Who is the person(s) responsible for implementing the procedures or strategies?

List of Required Elements for PLPs (continued)

Element	Explanation
Dates	A record of start date, review/revision, and exit dates should be kept.
Family Component in Support of Intervention	Documentation of supports that have or will take place at home in conjunction with PLP.
Progress Monitoring	
Data collection (how, when, what)	Record specifics of the intervention progress monitoring for this student. What is the method of data collection? How often will it be collected? Who is responsible for collecting the data? Who is responsible for data summary and analysis?
Review/Revision Next Steps	Analyze progress monitoring data, evaluate effectiveness of intervention to ensure sufficient progress and/or to make instructional decisions, to alter plan and (if needed) expand circle of support. Is the intervention effective in improving the student's literacy skills? Is the student progressing at a sufficient rate to achieve the goal?
Intervention Outcomes	
Level of Performance After Intervention	Use assessments to provide documentation to determine discontinuation or need for a new focus. Include whether the intervention goal was met or not met.
New Intervention	New focus and date that PLP cycle will continue.
Participants at meeting if exiting PLP	Record of team members who determined that student is reading at grade level and should be exited from PLP.

Appendix C

_____ School Department Personal Literacy Plan

Basic Information	Information Documenting Needs																								
<p>Student: _____ Student ID #: _____</p> <p>Grade: _____ DOB: _____</p> <p>School: _____ Teacher(s): _____</p> <p>ELL Proficiency: _____</p> <p>Attendance/Tardiness: _____</p> <p>Initial PLP <input type="checkbox"/> Yes <input type="checkbox"/> No If no, record dates of previous PLP(s): _____</p>	<p>Differentiated Instruction: _____</p>																								
<p>Record of Home Contacts:</p> <p>Conference: _____</p> <p>_____ Date _____ Parent signature</p> <p>_____ Teacher Signature</p> <p>Comments: _____</p> <p>Phone call/note/email: _____ _____ Date of contact</p> <p>Comments: _____</p> <p>Additional dates of home contact: _____</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Date</th> <th style="width: 45%;">Screening Assessment</th> <th style="width: 40%;">Results</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Comments: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Date</th> <th style="width: 45%;">Diagnostic Assessment</th> <th style="width: 40%;">Results</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Comments: _____</p>	Date	Screening Assessment	Results							Date	Diagnostic Assessment	Results												
Date	Screening Assessment	Results																							
Date	Diagnostic Assessment	Results																							

Appendix C

Intervention Plan	Progress Monitoring		
Date: Goal:	Date	Assessment	Results
	Review/ Next Steps:		
Instructional Intervention:	Date	Assessment	Results
	Review/ Next Steps:		
Family Component in Support of Intervention:	Date	Assessment	Results
	Review/ Next Steps:		
Data Collection for Progress Monitoring:	Date	Assessment	Results
	Review/ Next Steps:		

Appendix C

Progress Monitoring (continued)			Progress Monitoring (continued)		
Date	Assessment	Results	Date	Assessment	Results
Review/Next Steps:			Review/ Next Steps:		
Review/ Next Steps:			Review/ Next Steps:		
Review/ Next Steps:			Review/ Next Steps:		
Review/ Next Steps:			Review/ Next Steps:		

Appendix C

Intervention Outcomes

Date	Outcome Assessment	Results

New Intervention Plan

OR

PLP Release Form

Date: Goal:	Date: Justification for release from PLP:														
Instructional Intervention:	Signatures of participants: <table border="1" style="width: 100%; margin-top: 10px; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Signature</th> <th style="width: 30%;">Position</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td>Teacher</td> </tr> <tr> <td style="height: 20px;"></td> <td>Parent</td> </tr> <tr> <td style="height: 20px;"></td> <td>Administrator</td> </tr> <tr> <td style="height: 20px;"></td> <td>Student (if applicable)</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> </tbody> </table>	Signature	Position		Teacher		Parent		Administrator		Student (if applicable)				
Signature	Position														
	Teacher														
	Parent														
	Administrator														
	Student (if applicable)														
Family Component in Support of Intervention:															
Data Collection for Progress Monitoring:	If parent not in attendance, please fill out the information below. Date notified: Comments:														

Appendix D

Student Literacy Record

Student Name _____ D.O.B. _____
 Student ID # _____

Year	Grade	School/District	Reading Level		PLP	Expanded Support	Intervention	PA	P	V	F	C
			<i>Beginning of Year</i>	<i>End of Year</i>								
20__	K											
20__	1											
20__	2											
20__	3											
20__	4											
20__	5											
							Targeted and/or Intensive					
20__	6											
20__	7											
20__	8											
20__	9											
20__	10											
20__	11											
20__	12											

This report may be used by an school/LEA to maintain PLP documentation over time. This report should begin when a student enters a RI school for the first time and should follow them until high school graduation.

Reading Level- Record the student's reading level and indicates if it is their independent (ind.) level or instructional (inst.) level.

PLP- Y=yes, N=no, D-discontinued

Expanded Support- if members of the Expanded Support Team were used as part of the process- Yes or No

The last five columns are to indicate the area of focus for the PLP in each grade. You may check off as many that applies in any one given year:

PA-Phonemic Awareness, P-Phonics, V-Vocabulary, F-Fluency, C-Comprehension.

Appendix E

LEA Self-Reflection Tool

Implementation of Personal Literacy Plans (PLPs)

The Rhode Island Department of Education (RIDE) has developed a tool that may be used by LEA and school staff to reflect on their implementation of Personal Literacy Plans (PLPs). The results may be used to plan refinement of school- or LEA-wide implementation of the PLP process.

Suggested uses for PLP Self-Reflection Tool:

- Complete the *LEA Level Self-Reflection*.
- Conduct interviews with the school principals utilizing the *Principal Interview*.
- Convene a focus group of teachers and interventionists at each school, utilizing the *Focus Group Survey/Interview*. Alternative: Solicit all or some educators at each school to complete the *Focus Group Survey/Interview*.
- Observe intervention lesson(s) for PLP students at each school using the *Intervention Lesson Observation* form.
- Review several PLP records from each school. Use the *PLP Record Review* to gather information for analysis. It is recommended that the selection be random and include records from various grades and classrooms.

Procedures for PLP Self-Reflection Tool

1. *LEA Level Self-Reflection*

Complete the LEA Self-Reflection prior to beginning the review process. The PLP Coordinator, Assistant Superintendent and/or Superintendent may find the questions helpful as they examine their entire PLP Process across the LEA. This tool may be utilized after changes to the PLP process, protocols and documents are made in the LEA.

2. *Principal Interview*

When using one interviewer, use Interviewer A column on the *Principal Interview Summary Form* to record your ratings on each question. If two interviewers are present, independently record your ratings and then use both columns of the *Principal Interview Summary Form* to record and discuss results before completing Step 3.

Step 1 Score each question individually on a scale of 0 - 3.

- 0 = Little or no evidence of PLP implementation and/or knowledge
- 1 = Partial implementation and/or some knowledge of the PLP process
- 2 = Partial implementation and/or very knowledgeable of the PLP process
- 3 = Extensive knowledge/implementation of the PLP process.

Step 2 Record scores for each question and the total score on the *Principal Interview Summary Form*.

Step 3 Utilize responses to inform overall determination of the level of knowledge/implementation.

Step 4 If only utilizing this piece of the tool, identify refinement needs of the PLP process for schools and/or LEA. If using this information in conjunction with other parts of the tool, save for later analysis.

Appendix E

3. *Focus Group Survey/Interview*

Responses from the *Focus Group Survey/Interview* should be used to determine overarching strengths, weaknesses, understandings and/or misunderstandings at the school level. Whether it is administered as a survey or interview, the number of questions may be modified to fit the time constraints and focused needs of the LEA. When using it as a survey, it may also be divided into several sittings and given over the course of a few weeks/months.

4. *Intervention Lesson Observation*

Intervention lesson observations provide a first hand account of the match between the laser like focus of the explicit instruction and the measurable goal in the intervention plan of the PLP. The analysis of the observations will yield patterns of strengths, weaknesses, understandings and/or misunderstandings of educators and students at the classroom level.

Step 1 ~ Record notes and/or script lesson.

Step 2 ~ Use *Intervention Lesson Observation* form to organize/summarize the information.

Please note: The *Intervention Lesson Observation* form was designed to be universal and lists the essential components of reading instruction. An intervention lesson should focus on one essential reading component that is directly linked to the PLP goal. Therefore, only a few boxes on this form will be completed during any given lesson.

5. *PLP Record Review*

Randomly select several PLP documents at each school which include various grades and classrooms. Complete a *PLP Record Review* for each PLP document. It might be useful to include some of the PLPs of students who are being observed in the Intervention Lesson(s) to ensure the link between intervention and documentation. Be sure to use the questions below to guide the analysis of the information collected on the *PLP Record Review* forms.

- Does the LEA PLP form contain all the elements required within the RIDE PLP Guidelines?
- Are the records **completed** in their entirety? If no, what is not being completed and why? Does the incompleteness involve only certain schools, grades, etc.?
- Is the use of the PLP form consistent **among** schools? Within an individual school?
- Does the focus (goal) noted in the PLP intervention plan reflect what is being taught in the lesson(s) that were observed?

6. Analyze & summarize the information from the *Principal Interview, Focus Group Surveys/Interviews, Classroom Observations* and *PLP Record Reviews* to arrive at a determination regarding the implementation of the intervention process through Personal Literacy Plans at the **school level**. Share the monitoring ratings with each school's staff. Encourage the school administrators to share the information with their School Improvement Team (SIT). The completed tool may be used as a vehicle for discussion of improvements needed to enhance the implementation of Personal Literacy Plans at the school level.

7. Synthesize the information from the *LEA Level Self-Reflection, Principal Interviews, Focus Group Survey/Interviews, Classroom Observations* and *PLP Record Reviews* to draw conclusions about the implementation of the Personal Literacy Plan process at the LEA and/or school levels. Be sure to share those conclusions with central office, administration team, school committee, schools, etc. The completed tool may be used as a vehicle for discussion regarding improvements, professional development, and/or technical assistance needed to enhance the implementation of Personal Literacy Plans at all levels within the LEA.

Appendix E

LEA Level Self Reflection

The PLP Coordinator, Assistant Superintendent and/or Superintendent may find the questions below helpful in the examination of the entire PLP Process across the LEA.

Discussion/Reflection QUESTIONS	RESPONSES and/or EVIDENCE
PLP Process:	
<p>1. Do we have formally written protocol/guidelines for PLPs within our LEA?</p> <p style="padding-left: 40px;">a. As part of those protocol/guidelines, what has been established regarding parental involvement within the PLP process?</p> <p>Each school:</p> <ul style="list-style-type: none">▪ Are PLP forms consistent within/across the LEA? If no, why not?▪ Are screening instruments/procedures consistent throughout the LEA?▪ Are diagnostic assessments used consistently throughout the LEA?▪ Are intervention programs consistent across the LEA?	
Roles & Responsibilities:	
<p>2. Who are the key PLP personnel at the LEA level? What are their roles within the PLP process?</p> <p>3. Is the PLP process included as part of the LEA Strategic Plan and/or School Improvement Plan to ensure proper budgetary considerations?</p>	
Professional Development & Technical Assistance:	
<p>4. What professional development and technical assistance are provided to our staff to support the literacy needs of students with PLPs? Who provides the Professional Development or Technical Assistance to the staff?</p>	

Appendix E

LEA Level Self Reflection (continued)

Discussion/Reflection QUESTIONS	RESPONSES and/or EVIDENCE
Resources:	
5. How do we use the data/information from the PLP process to inform LEA and school improvement and resource allocation (temporal, fiscal, and personnel)? 6. What is the LEA's PLP data collection and storage policy? How is the data transferred/stored from year to year? How is technology used to assist the LEA/school in planning for data collection and interventions?	
Opinions:	
7. The goal of the PLP is to accelerate student learning. Does the LEA's PLP process/protocol help students meet this goal?	
8. What are our overall thoughts about the PLP process?	Strengths: Recommendations for improvement:

Appendix E

Principal Interview

Name of Principal:

School:

INTERVIEW QUESTIONS	RESPONSES and/or EVIDENCE
PLP Process:	
1a. Do you have formally written protocol/guidelines for PLPs within your LEA? 1b. Do you have formally written protocol/guidelines for PLPs within your school that go beyond LEA guidance?	
2. How is a student discontinued from a PLP? • Which assessments are used? • Is there a protocol/procedure for discontinuance? • Is follow-up/monitoring provided for discontinued PLP students? How? How long?	
3a. Where are the student PLPs housed? 3b. Who has access to the records?	

Appendix E

Principal Interview (continued)

INTERVIEW QUESTIONS	RESPONSES and/or EVIDENCE
Roles & Responsibilities:	
4a. What is your role within the PLP process?	
4b. What role do parents have within the PLP process?	
5. Who is responsible for writing and maintaining the PLPs?	
6. Who is currently providing instructional support/servicing PLP students within this school?	
Professional Development & Technical Assistance:	
7. What introductory training (the PLP process, forms, protocol, etc.) has been provided for the faculty? How are newly hired faculty trained each year?	
8a. What professional development and technical assistance are provided to your staff at the LEA level to support students with PLPs?	
8b. What professional development and technical assistance are provided to your staff at the school level to support students with PLPs?	

Appendix E

Principal Interview (continued)

INTERVIEW QUESTIONS	RESPONSES and/or EVIDENCE
Resources:	
<p>9. What programs/interventions are available to support students who require intensive instruction? How often do students receive services?</p> <p>Middle/High School level only: What programs/interventions are available to support students who require targeted instruction? How often do students receive services?</p>	
<p>10. How do you use the data/information from the PLP process to inform school improvement and resource allocation (temporal, fiscal, and personnel)?</p>	
<p>11. How is scheduling/time taken into account when implementing the PLP? Are certain subjects/classes disrupted or replaced due to the PLP scheduling?</p>	
<p>12. How is PLP data collected and stored in your building? How is technology used to assist your school in planning for data collection and interventions?</p>	
Reflections(DO NOT SCORE):	
<p>13a. The goal of the PLP is to accelerate student learning. Do you think that your LEA's PLP process/protocol helps students meet this goal?</p> <p>13b. How is this articulated in your school?</p>	
<p>14. What are your overall thoughts about the PLP process?</p>	<p>Strengths:</p> <p>Recommendations for improvement:</p>

Appendix E

~ Principal Interview Summary Form ~

When using one interviewer, use Interviewer A column below to record your ratings on each question. If two interviewers are present, independently record your ratings and then use both columns of this form to record and discuss results before completing Step 3.

Step 1 Score each question individually on a scale of 0 - 3.

- 0 = Little or no evidence of PLP implementation and/or knowledge
- 1 = Partial implementation and/or some knowledge of the PLP process
- 2 = Partial implementation and/or very knowledgeable of the PLP process
- 3 = Extensive knowledge/implementation of the PLP process.

Step 2 Record scores for each question and the total score on the *Principal Interview Summary Form*.

Step 3 Utilize responses to inform overall determination of the level of knowledge/implementation.

Step 4 If only utilizing this piece of the tool, identify refinement needs of the PLP process for schools and/or LEA. If using this information in conjunction with other parts of the tool, save for later analysis.

SUMMARY SCORING SHEET	Interviewer A	Interviewer B
Question #1		
Question #2		
Question #3		
Question #4		
Question #5		
Question #6		
Question #7		
Question #8		
Question #9		
Question #10		
Question #11		
Question #12		
TOTAL SCORE		
<u>Total Score</u> Maximum Score (36)		
Level of Knowledge/Implementation¹		

Levels of Knowledge/Implementation

- 0-14 = Little or no evidence of PLP implementation and/or knowledge**
- 14-29 = Partial implementation and some knowledge of the PLP Process**
- 29-36 = Extensive knowledge and/or implementation of the PLP Process**

¹ NI = Little or no evidence of implementation and/or knowledge ($\leq 40\%$); PI = Partial implementation and some knowledge (41-79%); FI = Extensive knowledge/implementation ($\geq 80\%$)

Appendix E

The purpose of this survey/interview is to determine overarching strengths, weaknesses, understandings and/or misunderstandings of the PLP process at the school level.

Focus Group Survey/Interview

QUESTIONS										
Please check all that describe your role:										
<table style="width: 100%; border: none;"><tr><td style="width: 50%; vertical-align: top;"><input type="checkbox"/> Elementary Teacher K-2</td><td style="width: 50%; vertical-align: top;"><input type="checkbox"/> Special Education Personnel</td></tr><tr><td style="vertical-align: top;"><input type="checkbox"/> Elementary Teacher 3-5</td><td style="vertical-align: top;"><input type="checkbox"/> Resource Teacher</td></tr><tr><td style="vertical-align: top;"><input type="checkbox"/> Middle School Teacher</td><td style="vertical-align: top;"><input type="checkbox"/> Inclusion Teacher</td></tr><tr><td style="vertical-align: top;"><input type="checkbox"/> High School Teacher</td><td style="vertical-align: top;"><input type="checkbox"/> Bilingual/Dual Language/ELL Resource</td></tr><tr><td style="vertical-align: top;"><input type="checkbox"/> Other:</td><td style="vertical-align: top;"><input type="checkbox"/> Reading Specialist</td></tr></table>	<input type="checkbox"/> Elementary Teacher K-2	<input type="checkbox"/> Special Education Personnel	<input type="checkbox"/> Elementary Teacher 3-5	<input type="checkbox"/> Resource Teacher	<input type="checkbox"/> Middle School Teacher	<input type="checkbox"/> Inclusion Teacher	<input type="checkbox"/> High School Teacher	<input type="checkbox"/> Bilingual/Dual Language/ELL Resource	<input type="checkbox"/> Other:	<input type="checkbox"/> Reading Specialist
<input type="checkbox"/> Elementary Teacher K-2	<input type="checkbox"/> Special Education Personnel									
<input type="checkbox"/> Elementary Teacher 3-5	<input type="checkbox"/> Resource Teacher									
<input type="checkbox"/> Middle School Teacher	<input type="checkbox"/> Inclusion Teacher									
<input type="checkbox"/> High School Teacher	<input type="checkbox"/> Bilingual/Dual Language/ELL Resource									
<input type="checkbox"/> Other:	<input type="checkbox"/> Reading Specialist									
1. In your classroom/school who writes the PLPs?										
2. In your classroom/school who is responsible for implementing students' PLPs?										
3. Is the practice of screening/review of reading achievement consistent throughout the school?										
4. What literacy instruments/procedures are used for <u>screening</u> students?										
5. Who administers the screening? Who scores them?										
6. What instruments/procedures are used for <u>diagnosing</u> students' needs?										
7. Who administers the diagnostic assessment(s)? Who analyzes the results?										
8. How are decisions made regarding intervention to be used?										

Appendix E

Focus Group Survey/Interview (continued)

9. What assessments/instruments are used for progress monitoring?

10. How often does progress monitoring occur? If progress monitoring is not completed by the interventionist, who assumes responsibility for progress monitoring?

11. Who analyzes the progress monitoring data? How are decisions made to revise/modify the intervention plan?

12. In your classroom/school how is a student discontinued from a PLP? Is there any protocol/procedure for discontinuance? Is this consistent across the LEA?

13. Is there follow-up/monitoring provided for discontinued PLP students? If so, what does it consist of? At the school level? At the LEA level?

14. How is data used to help drive students' PLP instruction?

Appendix E

Focus Group Survey/Interview (continued)

15. The goal of the PLP is to accelerate student learning. Does the LEA's PLP process/protocol help students meet this goal?

16. How is a student's PLP goal articulated throughout the school?

17. Are PLPs seen as positive or negative supports for students?

18. How does the school engage parents within the PLP process?

19. What additional training and/or materials would help support educators with the instruction of students with PLPs?

20. What role, if any, does the PLP process play within your school's RTI process?

Appendix E

Intervention Lesson Observation¹

Step 1 ~ Record notes and/or script lesson.

Step 2 ~ Use this form to organize/summarize information.

Please note: This form was designed to be universal and lists the essential components of reading instruction.

An intervention lesson should focus on one essential reading component that is directly linked to the PLP goal. Therefore, only a few boxes on this form will be completed during any given lesson.

Teacher:

Grade:

Essential Reading Component ² :	Strategy Addressed or Technique/Practice Used:	Materials Used:	Approximate # of Minutes	Explicit Instruction ³	Assessment
				Check (✓) if observed	
Phonemic Awareness					
Phonics					
Fluency					
Vocabulary					
Comprehension					

Grouping option used (circle all that apply)	whole group instruction	small group instruction	individual instruction
	same grade	across grades	

Was the lesson taught within a continuous block of time (uninterrupted)? YES NO

Overall Comments:

¹Adapted from: *Getting Excited About Data: Combining Passion and Proof to Maximize Student Achievement*, 2nd edited Corwin Press, 2004

²For more information on the essential components of reading, please refer to the [Rhode Island Department of Education Comprehensive Literacy Plan 2012](#) document.

³Explicit instruction sequence:

1. Setting a purpose for learning
2. Providing a clear explanation of what to do
3. Modeling the process of how to do it
4. Providing multiple opportunities for practice

Appendix E

PLP RECORD REVIEW*

Reviewer: _____

Today's Date: _____

School: _____

Grade _____

Basic/Current Information (Section I)

	Yes	No	Unknown
Student Name, Student ID #			
Grade, School, Teacher			
ELL language-proficiency level (if applicable)			
Attendance/tardiness			
PLP history (initial PLP or continuation/update)			
Record of home contact(s) (If information is found in the intervention plan, place an N/A here.)			

Documenting Needs (Section II)

	Yes	No	Unknown
Differentiated instruction (If applicable)			
Results (minimally) of current screening			
Results of current diagnostic assessment			

- Name of Screening Assessment: _____
- Date of Screening: _____
- Name of Diagnostic Assessment: _____
- Date of Diagnostic: _____

Was there a team (PLP, RTI, TST, etc.) determination of eligibility? ____ Date _____

Intervention Plan (Section III)

- Date of intervention plan: _____

	Yes	No	Unknown
One focused goal			
Anticipated length of time needed to reach goal (demonstrates short term goal- not semester long/year long goal)			
Description of instructional intervention including procedures and materials			
Frequency: how many days a week, how many minutes each session			
Identification of who is responsible for implementation/progress monitoring			
Record of dates: start, review/revision, and/or conclusion of intervention			
Family component (attempt to acquire home contact and involvement)			

Comments:

Appendix E

Progress Monitoring (Section IV)

	Yes	No	Unknown
Progress monitoring assessment specific to intervention goal (if needed explain below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data summarized/analyzed including information commenting on sufficient rate to achieve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revision/Modification of intervention plan recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Frequency of progress monitoring (list dates): _____
- List progress monitoring assessment used (if previous intervention plan information is included, list various progress monitoring assessments used): _____

Comments:

Intervention Outcomes (Section IV)

	Yes	No	Unknown
Record of results from outcome assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record of new intervention plan (one focused goal, anticipated length of time, description of program and materials, frequency, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Justification for discontinuance from PLP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signatures of participants making the decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

GENERAL COMMENTS/NOTES (RELEVANT ISSUES/PATTERNS):

*One form per record review. If possible, attach a copy of the PLP document to each completed *PLP Record Review*; remembering to remove student names/identification numbers please.

Appendix F:

READING AND WRITING: RESOURCES FOR PARENTS & FAMILIES

All About Adolescent Literacy — <http://www.adlit.org>

AdLit.org is a national multimedia project offering information and resources to the parents and educators of struggling adolescent readers and writers.

Between the Lions — <http://pbskids.org/lions/need-flash.html>

This website is designed for parents and kids to surf together. Stories from the popular PBS show are posted online with links to associated games.

The Children's Book Council — <http://www.cbcbooks.org>

The Children's Book Council, Inc. is a nonprofit trade association of publishers and packagers of trade books and related materials for children and young adults. This site provides reading lists, information about children's books, and an author/illustrator directory among its many resources.

The Children's Literature Web Guide — <http://www.ucalgary.ca/~dkbrown/>

The Children's Literature Web Guide is an attempt to gather together and categorize the growing number of Internet resources related to books for Children and Young Adults. Much of the information found throughout these pages is provided by fans (of the site), schools, libraries, and commercial enterprises involved in the book world. This site provides quick references, web links, book awards lists, and discussion boards focused on children's literature.

Florida Center for Reading Research — <http://www.fcrr.org/forparents.htm>

The Florida Center for Reading Research headed by Dr. Joe Torgensen, includes information for parents about curriculum and instruction, assessment programs, and presentations and publications.

Get Ready to Read — <http://www.getreadytoread.org/screening-tools/supportive-materials/for-parents>

This web site provides online and printable materials as well as follow-up activities and resources for supporting a child's early literacy development.

Interactive Learning Exercises (Early Childhood) — http://www.literacycenter.net/lessonview_en.htm

The Literacy Center aims to provide safe learning activities for parents and teachers to share with young children. It follows a modified Montessori approach to teaching reading. This site provides online tutoring in identifying colors, creating basic shapes, phoneme awareness, and learning to write letters and words. It is available in English, Spanish, German, and French.

Interesting Things for ESL Students — <http://www.manythings.org>

This web site provides practice activities for ELL students including: word games, puzzles, quizzes, exercises, slang, proverbs to practice vocabulary, sentence construction, grammar, listening and pronunciation. All the exercises are self-scoring and students receive immediate feedback.

International Children's Digital Library (ICDL) — <http://en.childrenslibrary.org/>

This web site provides a collection of digital books that represents outstanding historical and contemporary books from throughout the world. The ICDL Foundation aspires to have every culture and language represented so that every child can know and appreciate the riches of children's literature from the world community.

International Reading Association — <http://www.reading.org/InformationFor/Parents.aspx>

The International Reading Association (IRA) provides resources to help parents as they take on their critical role as their children’s first and most important teachers.

National Children’s Literacy Website — <http://www.child2000.org/lit-tipsMenu.htm>

The National Children's Literacy Website, a not-for-profit initiative dedicated to advancing the literacy skills of young children, promoting literacy as an integral factor in the growth of society, and enhancing literacy in a variety of home and child care settings providing a variety of “tips” for families.

Read Across America — <http://www.nea.org/grants/886.htm>

NEA’s Read Across America is an annual reading motivation and awareness program that calls for every child in every community to celebrate reading on March 2, the birthday of beloved children's author Dr. Seuss. This web site provides information on the highlighted book each year.

Reading is Fundamental (RIF) — <http://www.rif.org/readingplanet/>

Reading Planet is designed to help families and children explore the world of books. It features an annotated list of 1,000 children's books that can be browsed by age group, author, or literary category. Children can also post reviews of their favorite books and read reviews from others.

Reading Rockets — <http://www.readingrockets.org/families>

Reading Rockets, a national multimedia project that looks at how young kids learn to read, offers free downloadable print guides for teachers and parents. This includes a teacher's guide that contains instructional techniques and strategies based on what reading research shows is most effective, as well as a family guide available in Spanish, Hmong and Somali. The family guide is a great resource for teachers to share with the parents of English language learner students.