Ensuring a Coherent System for PLP Implementation

Successful implementation of PLPs relies on a strong foundation of science of reading and structured literacy, high quality instructional materials and MTSS. The chart below shows the spectrum of responsibilities at the district, school, and teacher level. Using the chart starting in the first column and moving to the right, teams can determine their readiness for PLP implementation.

	LEA ®	School ®	Teacher
Structured Literacy/ Science of Reading	☐ Communicate district-wide vision and measurable goals for literacy instruction. ☐ Ensure all leaders have a common understanding of structured literacy.	☐ Communicate school-wide vision and measurable goals for literacy instruction. ☐ Ensure all teachers have a common understanding of structured literacy.	☐ Integrates knowledge of structured literacy/science of reading with HQIM to teach with integrity
High Quality Instructional Materials (HQIM)	☐ Inventory Tier 1, 2 and 3 instructional materials, including assessments. ☐ Evaluate, select and implement HQIM, including assessments. ☐ Ensure all schools have access to and are effectively using HQIM across all Tiers of instruction.	☐ Ensure all teachers have access to and are effectively using HQIM across all Tiers of instruction.	☐ Integrates knowledge of structured literacy/science of reading with HQIM to teach with integrity.
Data/ MTSS	☐ Develop, implement, and monitor a district-wide MTSS system that includes a data collection system. ☐ Design schedules that provide time for core and tiered instruction. ☐ Analyze literacy data to make informed decisions with respect to scheduling, curriculum materials, program planning and evaluation, resource allocation and professional learning.	☐ Implement a coherent school-wide MTSS system. ☐ Design schedules that provide time for tiered instruction. ☐ Schedule and monitor routine literacy screening. ☐ Analyze literacy data to make informed decisions with respect to scheduling, curriculum, program planning and evaluation, resource allocation and professional learning.	☐ Has knowledge of school MTSS system – including process for referral, data collection. ☐ Administers routine literacy screening and additional assessments as necessary. ☐ Analyzes data to plan and provide tiered instruction as necessary.
Professional Learning	☐ Provide and participate in continuous literacy professional learning (e.g., SoR, Structured Literacy, HQIM, MTSS).		

Family Engagement	☐ Develop systems for the involvement of parents/guardians in students' literacy education.

Roles and Responsibilities – Grade Bands

District and school-based leadership, teachers, and parents have responsibilities to ensure PLPs are successful. The table below provides an overview of the major responsibilities for various roles across the LEA.

K-5	6-12
Classroom Teacher: • Demonstrate proficiency level knowledge of the science of reading and structured literacy. • Use high quality instructional materials to plan and provide differentiated Tier 1 instruction for all students. • Review all students' reading achievement/data. • Provide documentation regarding each student's needs and progress to parent(s) and school leadership. • Develop and implement PLPs in consultation with an expanded support team when necessary. • Invite parents/guardians to participate in the planning of the intervention. **Qualified Literacy Teacher:** • Demonstrate proficiency level knowledge of the science of reading and structured literacy. • Plan and provide evidence-based group interventions at Tier 2, and/or intensive individualized interventions at Tier 3. • Employ and analyze diagnostic assessments to gain specific knowledge of needs and strengths. • Employ and review progress monitoring data to assess acquisition of the specific instructional content being taught. • Invite parents/guardians to participate in the planning of the intervention. ***Note: A classroom teacher or special educator may also be the qualified literacy teacher.*** **MTSS Team:**	**Content Area Teacher:** • Demonstrate awareness level knowledge of the science of reading and structured literacy. • Use high quality instructional materials to plan and provide differentiated Tier 1 instruction for all students. • Use data to differentiate instruction for all students so they can read and acquire knowledge of the content area. **Qualified Literacy Teacher:** • Demonstrate proficiency level knowledge of the science of reading and structured literacy. • Plan and provide evidence-based group interventions at Tier 2, and/or intensive individualized interventions at Tier 3. • Employ and analyze diagnostic assessments to gain specific knowledge of needs and strengths. • Employ and review progress monitoring data to assess acquisition of the specific instructional content being taught. • Invite parents/guardians to participate in the planning of the intervention. **MTSS Team:** • Review and analyze students reading achievement/data. • Develop goals, determine interventions, and support implementation of PLP. • Review progress monitoring data and adjust interventions as needed.

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