

The PLP Cycle

The PLP process promptly responds to students who are not reading at grade level. It is a **cycle** because students may need a series of interventions to read on grade level. This cycle is designed to align to an LEA's Tier 2 and Tier 3 MTSS and data-based individualization process. The information below details each step of the PLP cycle.

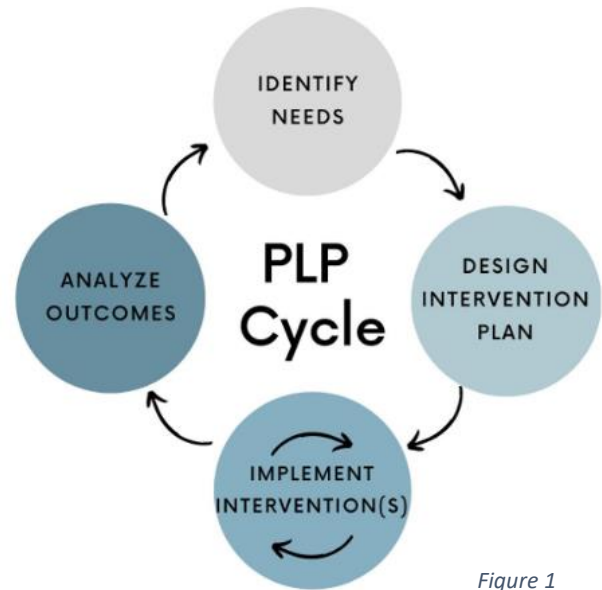


Figure 1



1. Identify Needs:

After using universal screening data to identify a student as at risk:

- Analyze a body of evidence including assessments embedded within high-quality instructional materials, and evidence to validate screening results and determine specific area(s) of need. If more information is needed then diagnostic assessments should be administered.
- Assess whether the data indicate a student should receive Tier 2 or Tier 3 intervention.

Area	Sample Evidence:
Phonological and Phonemic Awareness	<ul style="list-style-type: none"> • Word level tasks: <ul style="list-style-type: none"> ○ Word discrimination ○ Rhyme and alliteration recognition and production ○ Sentence segmentation ○ Compound word blending, segmentation, and deletion • Syllable level tasks: <ul style="list-style-type: none"> ○ Syllable counting ○ Syllable segmentation, blending, and deletion • Onset and rime tasks: <ul style="list-style-type: none"> ○ Onset and rime segmentation and blending • Phoneme level tasks: <ul style="list-style-type: none"> ○ Phoneme isolation (e.g., First Sound Fluency probe) ○ Phoneme segmentation and blending (e.g., Phoneme Segmentation probe) ○ Phoneme addition, deletion, and substitution (e.g., Phonological Awareness Screening Test assesses syllable, onset and rime and phoneme awareness)



Phonics/Spelling	<ul style="list-style-type: none">• Letter-sound correspondence tasks (e.g., Letter Sound Fluency probe)• Phonics survey (e.g., CORE Phonics Survey, Quick Phonics Screener)• Nonsense word fluency• Spelling inventory (e.g., Diagnostic Spelling Test, Primary Spelling Inventory)
Fluency	<ul style="list-style-type: none">• Oral reading fluency (e.g., Oral Reading Fluency probe)• Sight word probes (e.g., TOWRE-2)
Vocabulary	<ul style="list-style-type: none">• Morphological analysis• Writing samples
Comprehension	<ul style="list-style-type: none">• Cloze reading tasks• Listening comprehension tasks• Anecdotal data on ability to retell, summarize, identify key details and story elements etc.
Writing	<ul style="list-style-type: none">• Writing samples• Writing CBM



2. Design Intervention Plan:

When designing the intervention plan, an inclusive process should engage teachers, family, and relevant qualified professionals.

Involved teachers should be proficient in the knowledge of structured literacy and the science of reading, which is essential for effective literacy assessment and instruction. The team should use the following questions to design the student’s intervention plan. This information must also be documented within the student’s PLP:

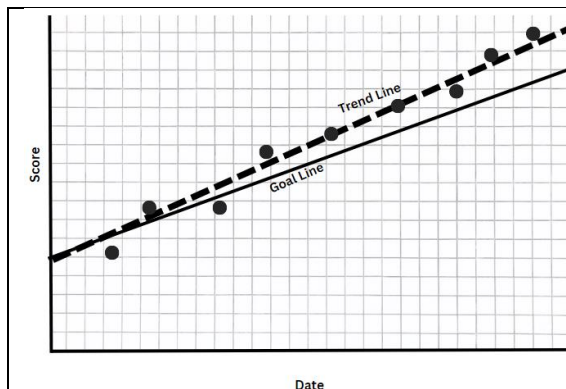
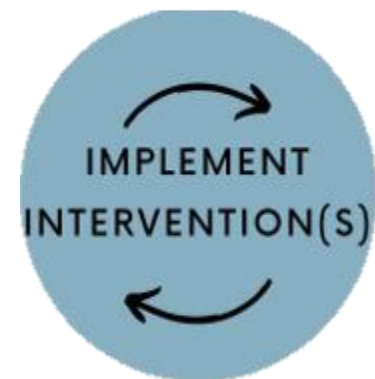
- What is the specific intervention goal and how will it be measured?
- What materials are available from student’s HQIM to support intervention goal(s), if appropriate?
- What evidence-based instructional methods and materials will be used to address the student’s specific needs?
- Does the content used within the intervention materials help to support building student knowledge of their Tier 1/HQIM content and instruction (e.g., Tier 1/HQIM unit is Industrial Revolution then Intervention materials should support and build student understanding of the Industrial Revolution)?
- Who is qualified to provide the intervention?
- When/how often will the intervention occur?
- What tool(s) will be used to progress monitor and how often?



3. Implement Intervention(s):

The implementation of intervention(s) step is *cyclical* as students may need a series of interventions to reach grade level literacy standards. Intervention implementation includes:

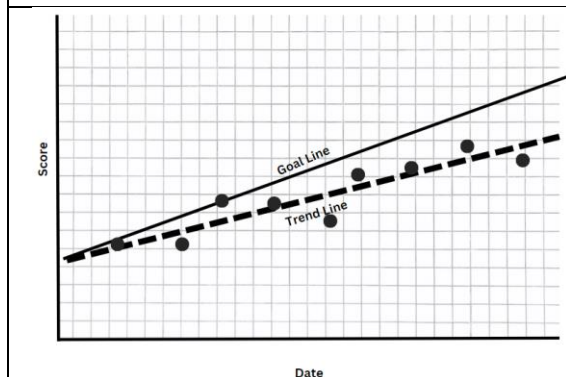
- Implement intervention and progress monitor for 8-12 weeks.
- Graph the progress monitoring data to compare the student's trend line to the goal line. The trend line represents the line of best fit drawn through a series of data points. The goal line is established by plotting a line from the student's baseline score to the goal score.
- Review progress monitoring data and identify which of the following three scenarios is occurring:



The trend line is steeper than the goal line.

Met or on track of meeting goal by end of intervention:

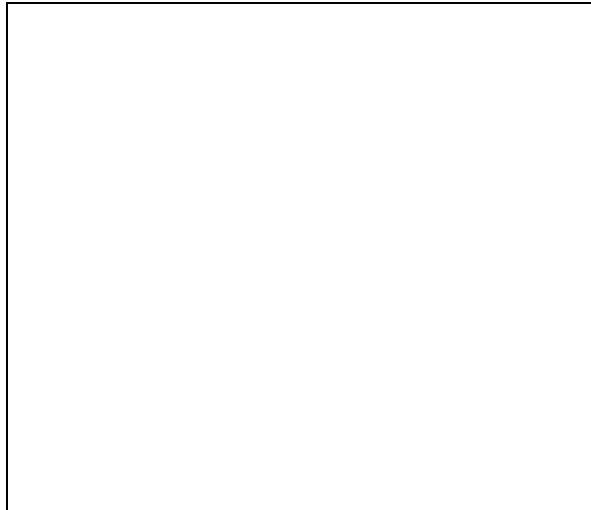
- Continue with intervention until the student has met the goal.
- Review diagnostic data to determine if there are additional areas of need and create a new intervention plan.
 - **If not**, use an outcome measure to determine if the student is reading on grade level and can be exited from the PLP. LEAs should have a monitoring plan for students who exit a PLP.



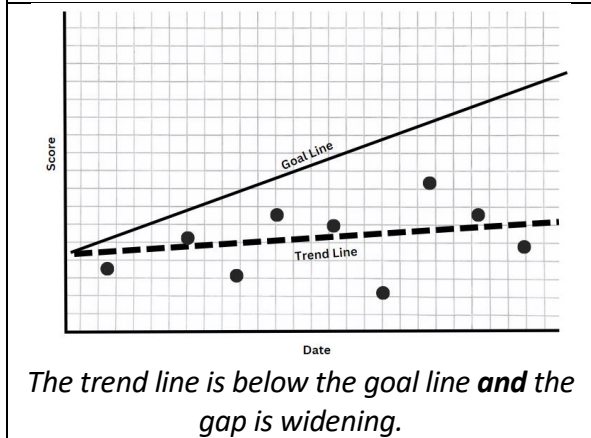
*The trend line is below the goal line, **but** the student is making progress.*

Some progress has been made but not at an adequate rate of improvement:

- Consider: Has the intervention been implemented with [fidelity](#)?
 - **If not**, then work with the team to address intervention fidelity.
 - **If yes**, then intensify the intervention by adjusting:
 - Dosage: increase opportunities for practice and feedback
 - Alignment: increase focus on the discrete skill. If necessary, administer a diagnostic assessment to ensure the intervention is precisely aligned to the student's need.



- Attention to transfer: increase opportunities for student to transfer and connect skill to other concepts.
- Comprehensiveness: ensure instruction is direct and explicit
- Behavioral support: incorporate self-regulation and executive functioning principles.
- Individualization: adjust the intervention based on each progress monitoring result.



- Insufficient progress has been made:**
- Consider whether the intervention has been provided with fidelity and the intervention and progress monitoring tool is matched to the specific student's needs.
 - **If yes**, then confer with the team to plan for individualized instruction and intensify based on student's specific needs.
 - **If not**, analyze diagnostic data to modify the focus of the intervention *or* address the factors affecting fidelity.



4. Analyze Outcomes:

Use outcome data to determine next steps:

- If data indicates that the student is reading at grade level, the student no longer requires a PLP, and a plan should be created to monitor the student's progress in Tier 1.
- If the student is *not* at grade level:
 - Review all documentation and data to identify effective instructional practices and revise or create a new intervention plan.
- A referral for Special Education may be considered if:
 - Despite successive, research-based intensive interventions delivered with fidelity, the student is not making progress towards grade level standards.
 - The student's progress is dependent upon a level of support that cannot be maintained over time in general education.

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