

Personal Literacy Plan Guidance



RIDE Rhode Island
Department
of Education

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Foreword

The Rhode Island Department of Elementary and Secondary Education (RIDE) believes that all students can learn to read when provided with research-based instruction and support that is reflective of each student's individual needs. The Personal Literacy Plan Guidance articulates and define the process of implementing PLPs while using language to engage and facilitate understanding for educators, families, and stakeholders.

RIDE recommends that all Local Education Agencies (LEAs) utilize the PLP Guidance in concert with their Multi-tiered System of Supports (MTSS) Framework to guide the refinement of PLP development, use of interventions/assessments, and data analysis to support students' literacy achievement.

Reading failure **can** be prevented in all but a small percentage of children with serious learning disorders. It is possible to teach most students how to read if we start early and follow the significant body of research showing which practices are most effective.”

-Dr. Louisa Moats, 2020



Background

The Rhode Island (RI) General Assembly is committed to improving students' reading achievement as evidenced within [RI General Law 16-7.1-2\(c\)](#), requiring schools to develop Personal Literacy Plans for all K-5 students who are at risk of reading failure. While the law uses the term program, it is important to note that the word “**program**” used here refers to a **structure of supports utilized to improve a student’s reading level**, not a 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 scientific research-based... reading instruction to improve the reading skills of all students.... The district must develop, implement, and evaluate a Personal Literacy Program for each student in these grades who is performing below grade level.

The [Rhode Island Board of Regents Secondary Regulations §2.2.2.B](#) sets the expectations for improving literacy for secondary students reading below grade level.

(B) Ensuring grade level performance in ELA and Math is the responsibility of each LEA and shall include instruction and the provision of school-wide, targeted and intensive supports. Intervention and support for students performing one (1) or more years below grade level shall be documented within the student’s Individualized Learning Plan (ILP).

The Secondary Regulations require that all LEAs provide tiered literacy instruction school-wide and targeted (Tier 2) and intensive (Tier 3) support for students reading one or more years below grade level. These support plans shall be documented within the Individual Learning Plan (ILP) in accordance with [§2.4.1.B](#).

(4) LEAs shall be responsible for providing additional academic and instructional support and research-based interventions for all students not on track to graduate ready for college and career success and meet the diploma requirements established by §§ 2.3.1 through 2.3.4 of this Part. Students failing to reach the required level of proficiency shall be provided a support plan, including the types and duration of academic and educational supports and academic performance targets necessary for earning a diploma. Parents shall be provided an annual update on the progress of their children towards academic performance targets necessary for earning a diploma and graduating ready for college and career success. Support plans shall be documented in the ILP and may address academic weaknesses in academic performance and/or performance-based diploma assessments. Other academic and instructional supports shall also be documented in the student’s ILP.



What is a Personal Literacy Plan (PLP)?

A Personal Literacy Plan (PLP) is a plan of action used to accelerate a student’s ability to reach grade-level proficiency in literacy. A problem-solving approach is used to develop this plan in order to determine a student’s specific needs, establish goals, and set the course of action. The development of a PLP is inclusive and involves a system of support not limited to teachers, parents, and administrators.

Who requires a PLP?

K-5

- Students reading below grade level require a PLP in accordance with [Rhode Island General Law 16-7.1-2\(c\)\(1\)](#).

6-12

- Students reading one or more years below grade level require a PLP in accordance with [Rhode Island Regents Secondary Regulations §2.2.2.B](#).

Multilingual Learners (MLLs)

- K-5: MLLs reading below grade level in English require a PLP.
- 6-12: MLLs reading at least one year below grade level in English require a PLP.

Differently Abled Students (DAS)

- K-5: Students with IEPs who are reading below grade level require a PLP.
- 6-12: Students with IEPs who are reading at least one year below grade level require a PLP.

Note: PLP Guidance is the same for students with or without IEPs. The [Rhode Island Regulations Governing the Education of Children with Disabilities §6.7.4](#) requires IEP measurable goals and objectives be aligned to the PLP when applicable.

How is “reading below grade level” defined?

It is the LEA’s responsibility to ensure their definition of below grade level is aligned to their literacy screener’s designation for below benchmark/grade level.



Who creates the PLP?

PLPs are created when students meet the articulated criteria. At the elementary level, PLPs begin with the classroom teacher and should expand to include relevant professionals such as those in Figure 1. At the secondary level, PLPs begin with a specially trained teacher who has demonstrated proficiency in the knowledge and practices of the science of reading and structured literacy.

Since the creation of a PLP is an inclusive process, an expanded support team is recommended to ensure the PLP is comprehensive and delivered with fidelity. The team should include but is not limited to any of the professionals included in Figure 1.

PLPs require documentation of family contact as family engagement is a critical part of a PLP's success. Teams should ensure families are informed and provided opportunities to engage throughout the PLP development and implementation as appropriate.

The following resources provide guidance and resources for engaging families throughout the intervention process:

- [Intensive Intervention: A Practitioner's Guide for Communicating with Parents and Families](#)
- [National Center on Intensive Intervention: Infographics for Families](#)

How are PLPs documented?

The Rhode Island Department of Education (RIDE) does not require a specific form for PLPs; however, there are required elements that all PLPs must include. LEAs must create a coherent and cohesive system for PLP documentation so that PLPs are accessible to extended support teams, leadership, and as students transfer from grade to grade and school to school.

LEAs may have a comprehensive [MTSS framework](#) with robust documentation systems for students receiving intervention. If an LEA's MTSS Student Intervention Plan includes the required elements, then LEAs may use their MTSS intervention plans as PLPs. A sample paper PLP form is provided in [Appendix B](#) as well as a [digital version](#).

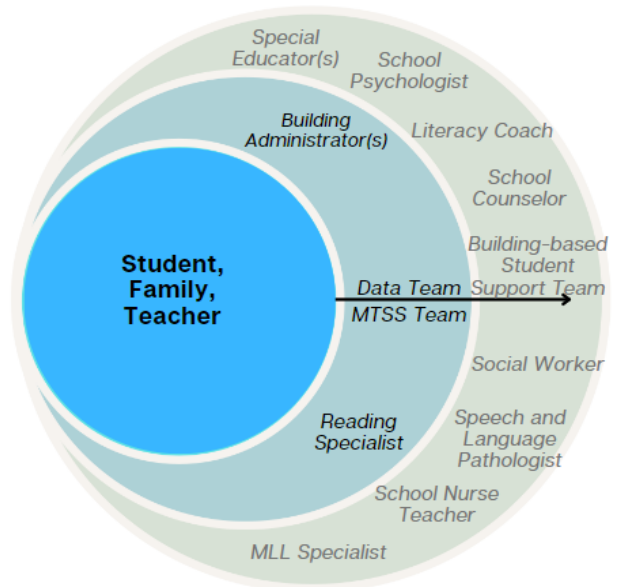


Figure 1



PLP Required Elements

Student Information	
Student Name	
SASID	
Date of Birth	
MLL Proficiency	List each domain score and overall level from most recent ACCESS.
IEP/504	
Attendance	List number of days absent, tardy, and the total number of school days at time of PLP creation.
Current Information	
Teacher(s)	
LEA/School/Grad Year	
Record of Family Contact	
PLP History	Indicate whether this is an initial PLP. If it is not, record dates of previous PLP(s).
Information Documenting Needs	
Differentiated Instruction	Describe instructional practices and high-quality curricula that are in place to support this student. How long have these instructional practices been in place?
Assessment Results	Record each assessment, score and administration date for data that indicates the student requires a PLP. <u>Screening and any diagnostic data must be included.</u>
Intervention Plan	
Tier	
SMART Goal	Write SMART goal to indicate intended outcome of the intervention. Use the following questions to guide goal setting: <ul style="list-style-type: none"> • Specific: What specific area(s) of literacy is addressed within the intervention? • Measurable: How will you measure whether or not the goal has been reached? What is the intended level of proficiency? • Achievable: What key actions are required to achieve the goal? • Relevant: How does the goal align with broader literacy growth? • Time and Tracked: What is the time frame for accomplishing this goal?
Intervention Plan	Describe the intervention components: <ul style="list-style-type: none"> • Who is the person(s) responsible for implementing the intervention? • What instructional materials and methods will be used? • What is the duration of the intervention? • At what frequency will instruction be occurring? • What progress monitoring tool will be used? • At what frequency will progress be monitored?
Progress Monitoring	



Progress Monitoring Data	Progress monitoring data must be recorded, including: <ul style="list-style-type: none">• The start and end date of the intervention• Baseline score• Goal/benchmark score• Rate of improvement on general outcome measure• Date and score of each progress monitoring session, as well as any relevant notes <p><i>Progress monitoring data must be graphed in order to measure progress against the goal line.</i></p>
Intervention Outcomes	
Outcome Assessment	After gathering progress monitoring data during the specified intervention period, provide: <ul style="list-style-type: none">• Date of assessment• Assessment Name• Graphed progress monitoring data showing rate of improvement (trendline) relative to goal line• Description of results: Analyze the data. If data indicate student is reading on grade level, discontinue PLP and complete release information. If not, revise/intensify the Intervention Plan.
PLP Release Information	Complete only if student is reading on grade level. Provide: <ul style="list-style-type: none">• Justification for Release: How does the team know the student is on grade level?• How will the team monitor student's success?• Signature of Participants• Parent Communication



When does a student no longer require a PLP?

Elementary students whose progress monitoring and/or outcome data indicate they are reading on grade level no longer require a PLP. LEAs should have a system for monitoring students after they discontinue the PLP.

Secondary students continue with a PLP until data indicate they are reading less than one year below grade level. When elementary students with PLPs transition to secondary, they require a PLP until they are reading less than one year below grade level. LEAs may decide to continue their secondary students PLPs until they are reading on grade level.

LEAs should create and maintain a system for PLP documentation so plans can be accessed for future use or as a reference. When a student's PLP is discontinued, parents must be notified in accordance with the [Basic Education Program §1.3.1.A.4](#):

For each student receiving or discontinuing an academic support or intervention, the LEA shall provide written notice to the parent(s) or guardian(s) that must:

- a. Describe the academic support or intervention being delivered or discontinued;
- b. Describe the systematic problem-solving approach used to identify the student's need for support or intervention;
- c. Describe the exit criteria for the support or intervention; and,
- d. Be provided in the parent's native language.

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	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate district-wide vision and measurable goals for literacy instruction. <input type="checkbox"/> Ensure all leaders have a common understanding of structured literacy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate school-wide vision and measurable goals for literacy instruction. <input type="checkbox"/> Ensure all teachers have a common understanding of structured literacy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrates knowledge of structured literacy/ science of reading with HQCM to teach with integrity
High Quality Instructional Materials (HQCM)	<ul style="list-style-type: none"> <input type="checkbox"/> Inventory Tier 1, 2 and 3 instructional materials, including assessments. <input type="checkbox"/> Evaluate, select and implement HQCM, including assessments. <input type="checkbox"/> Ensure all schools have access to and are effectively using HQCM across all Tiers of instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all teachers have access to and are effectively using HQCM across all Tiers of instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrates knowledge of structured literacy/ science of reading with HQCM to teach with integrity.
Data/ MTSS	<ul style="list-style-type: none"> <input type="checkbox"/> Develop, implement, and monitor a district-wide MTSS system that includes a data collection system. <input type="checkbox"/> Design schedules that provide time for core and tiered instruction. <input type="checkbox"/> Analyze literacy data to make informed decisions with respect to scheduling, curriculum materials, program planning and evaluation, resource allocation and professional learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement a coherent school-wide MTSS system. <input type="checkbox"/> Design schedules that provide time for tiered instruction. <input type="checkbox"/> Schedule and monitor routine literacy screening. <input type="checkbox"/> Analyze literacy data to make informed decisions with respect to scheduling, curriculum, program planning and evaluation, resource allocation and professional learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has knowledge of school MTSS system – including process for referral, data collection. <input type="checkbox"/> Administers routine literacy screening and additional assessments as necessary. <input type="checkbox"/> 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, HQCM, MTSS).		
Family Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> 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
<p>Classroom Teacher:</p> <ul style="list-style-type: none"> • 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. <p>Qualified Literacy Teacher:</p> <ul style="list-style-type: none"> • 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. <p>Note: A classroom teacher or special educator may also be the qualified literacy teacher.</p> <p>MTSS Team:</p> <ul style="list-style-type: none"> • Review and analyze students reading achievement/data. 	<p>Content Area Teacher:</p> <ul style="list-style-type: none"> • 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. <p>Qualified Literacy Teacher:</p> <ul style="list-style-type: none"> • 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. <p>MTSS Team:</p> <ul style="list-style-type: none"> • 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. • Invite parents/guardians to participate in the planning of intervention.



- | | |
|---|--|
| <ul style="list-style-type: none">• Develop goals, determine interventions, and support implementation of PLP.• Review progress monitoring data and adjust interventions as needed.• Invite parents/guardians to participate in the planning of intervention. | |
|---|--|

Connecting PLPs and MTSS

Multi-tiered systems of support (MTSS), formerly known as Response to Intervention (RTI), is a key component of the Rhode Island Department of Education's [Comprehensive Literacy Guidance](#). MTSS is a framework for school improvement that ensures all students are supported in meeting academic, behavioral, and social-emotional outcomes. Through the MTSS framework, all students have access to grade level, standards aligned instruction through the use of high-quality instructional materials and differentiated instructional practices at Tier 1, evidence-based group interventions at Tier 2, and intensive individualized interventions at Tier 3. Coherence across the tiers is an important consideration when planning instruction to ensure it provides the same set of grade-level student experiences for all students (e.g., core instruction, interventions, extended time). This ensures students engage in instructional experiences connected with each other and with core grade-level instruction. While not always possible across the MTSS system, instructional supports should prepare students for or extend core learning by covering the same topics or concepts.



Interventions

PLPs support students who require intervention in addition to differentiated core instruction (Tier 1). Interventions are systematic instructional plans utilizing evidence-based materials and practices that are designed to help students achieve progress towards grade level goals.

[The National Center on Intensive Intervention](#) outlines the following key instructional principles for effective intervention:

- **Explicit:** concepts and skills are clearly explained and modeled
- **Systematic:** skills presented build upon previously taught skills in a logical sequence
- **Precise, simple, and replicable language:** short, clear, and consistent language is used so students can recall key information and steps involved in a skill or concept
- **Repeated opportunities to practice, build fluency, and review:** guided practice with teacher support leads to mastery, followed by independent practice to ensure students do not internalize mistakes or errors
- **Frequent opportunities to respond and interact:** multiple tools and techniques (personal whiteboards, turn and talk, etc.) are used to increase a student's opportunity to show their understanding
- **Specific error correction and feedback:** immediate positive and corrective feedback is provided to ensure students correctly practice skills. A suggested sequence for error correction is shown below:

Step 1: Identify the error and explain why it is incorrect.

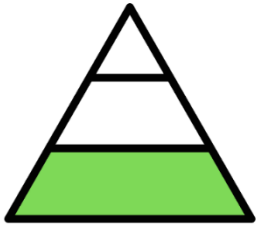


Step 2. Model the correct response.

Step 3. Provide the student with an opportunity to provide a correct response.

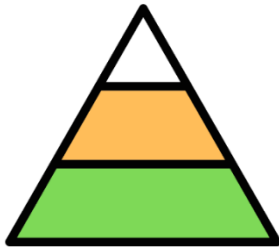
Defining the Tiers

Tier 1:



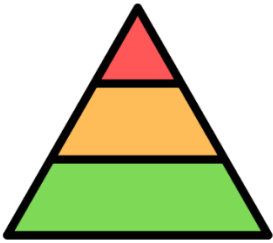
At Tier 1, core instruction aligned to grade level, Rhode Island State Standards using high-quality instructional materials is provided for all students by the classroom/content area teacher. Differentiation for all students is provided as Tier 1 support. All students are assessed with a universal screener to identify areas of strength and need, as well as which students are at risk of difficulties in literacy and require Tier 2 or Tier 3 intervention.

Tier 2:



At Tier 2, students who require support beyond Tier 1 receive small-group evidence-based targeted interventions matched to their needs delivered through a standard protocol by a qualified literacy teacher who has been trained in delivering the intervention and have demonstrated proficiency in the knowledge of the science of reading and structured literacy. They must also be trained in the program or methods used during the intervention. The teacher must have the time to not only deliver the intervention with integrity but analyze the data and participate in strategic planning. **Tier 2 instruction is provided in addition to, not as a replacement for, Tier 1 instruction.** Additionally, Tier 2 instructional content should mirror the content the student is learning in Tier 1/HQCM when possible, to provide instructional coherence. Different interventions require different dosages to be effective. Interventions should be delivered in accordance with research indicating the dosage and schedule needed for the instruction to be effective. Progress monitoring data including the use of general outcome measures, is used to identify which students are making adequate progress and should continue with Tier 2 support, which have made enough progress to return to Tier 1, and students for whom individualized Tier 3 intervention is necessary.

Tier 3:



At Tier 3, students who require support beyond Tier 1 and Tier 2 receive intensive, individualized interventions delivered by a qualified literacy teacher who has been trained in delivering the intervention and has knowledge of the practices of the science of reading and structured literacy. The teacher must have the time to not only deliver the intervention but analyze the data and participate in strategic planning.

Tier 3 is not synonymous with special education. Students who require Tier 3 intervention include students who have not responded to evidence-based Tier 2 interventions delivered with fidelity, students whose screening data indicate an urgent need for intense intervention, and students with IEPs who are not making adequate progress in meeting IEP goals. Different interventions require different dosages to be effective. Interventions should be delivered in accordance with research indicating the dosage and schedule needed for the instruction to be effective. Additionally, Tier 3 instructional content should mirror the content the student is learning in Tier 1/HQCM when appropriate, to provide instructional coherence. Progress monitoring with general outcome measures is used to identify which students are making adequate progress and should continue with Tier 3 support, which have made enough progress to return to Tier 1 and 2 support, and students for whom Tier 3 support is not working.

For additional information on MTSS visit [BRIDGE-RI](#).

Connecting PLPs and ILPs



The [Rhode Island Board of Regents Secondary Regulations §2.2.2.B](#) states:

B. Ensuring grade level literacy and numeracy is the responsibility of each LEA and shall include instruction and the provision of school-wide, targeted and intensive supports. Intervention and support for students performing one (1) or more years below grade level shall be documented within the student’s Individualized Learning Plan (ILP).”

LEAs must create a coherent and cohesive system to ensure PLPs are coordinated with secondary students’ ILPs. Relevant teachers should be aware of students’ PLPs in order to appropriately connect the literacy goals to the students’ ILP. LEAs are encouraged to adapt their Student Information System (SIS) to include an indicator that a student has a PLP. This information, when connected to their ILP system, can embed an alert in a student’s ILP that indicates to relevant teachers that a student has a PLP.

Assessment



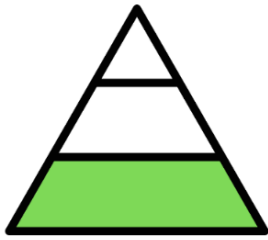
A Comprehensive Assessment System is integral to the success of the PLP. Comprehensive Assessment Systems include intentionally selected assessments that:

- identify students at risk
- inform and improve instruction
- measure outcomes

The following assessments are necessary in every LEA's Comprehensive Assessment System and are foundational in implementing effective interventions.

Universal Screening: *Which students are at risk?*

Tier 1:



Screening assessments are standardized assessments administered to all students to assess key indicators of reading proficiency quickly and easily. Screening is essential in the early identification of students who may be at risk for reading difficulties, including dyslexia. Early identification of students at risk of reading difficulties coupled with intentional interventions can promote higher levels of reading proficiency in the future.

Screening occurs at the beginning of the school year to predict which students are likely to experience reading difficulty within Tier 1. It is essential that screening also occurs in the middle and end of the year to assess the efficacy of core instruction and ensure all at-risk students are identified and receive appropriate support.

The following resources provide guidance on selecting and implementing universal screeners:

- [The Importance of Universal Screening for Early Literacy](#)
- [Universal Screening Assessments K-12 Chart \(RIDE\)](#)
- [Academic Screening Tools Chart](#)

If a student's score indicates the need for intervention, additional assessments should be administered to determine a student's potential risk for dyslexia, a neurobiological weakness in phonological and orthographic processing. Screeners should include measures of Rapid Automatic Naming (RAN), phonemic awareness, real and pseudo word reading, as well as oral language.

The following resource from the International Dyslexia Association provides further information on [screening for dyslexia](#) in kindergarten through second grade.



- [Universal Screening: K-2](#)

Diagnostic: *What is the specific area of need?*

Tier 2:



Diagnostic assessments are administered to students identified as at-risk through the screening process and have not responded to Tier 2 instruction as well as students whose screening data indicate a need for intensive intervention. Diagnostic assessments provide an in-depth view of a student's reading profile and help to specify a student's specific areas of strength and need for the purpose of matching intervention to their needs. Data is used to plan for intensified intervention and set targeted and specific intervention goals.

Diagnostic data can be collected through both formal and informal assessments such as standardized assessments provided within instructional materials as well as informal assessments such as student work samples or an analysis of progress monitoring errors.

Tier 3:



The following resources provide more information on diagnostic assessments:

- [Example Diagnostic Tools](#)
- [Using Diagnostic Data](#)

The quick guide helps teachers identify a specific area to assess and areas in which to set goals. When assessing K-2 students, begin at the bottom of the progression. When assessing students in grades 3 and up, begin at the top of the progression. The following resource provides an in-depth explanation on how to use the tool.

- [AIM Institute Quick Guide for Reading Assessment](#)

Progress Monitoring: *Is instruction effective?*



Progress monitoring assessments are brief formative assessments administered to students immediately after instruction in order to determine their rate of improvement and responsiveness to instruction – ultimately indicating the effectiveness of instruction. Data from progress monitoring (mastery measures [of specific skills] and general outcome measures) allows teachers to analyze progress to guide instructional decisions regarding goals, groupings, and methods for instruction.



Progress monitoring should occur every 2-4 weeks for students in Tier 2 and every 1-2 weeks for students in Tier 3. Best practice indicates data is charted to show a student's rate of improvement towards the intervention goal by comparing the trend line to the goal line.

The following are resources on selecting and implementing progress monitoring assessments:

- [Academic Progress Monitoring Tools Chart](#)

Outcome Measures: *What has the student learned?*



Outcome measures are summative assessments that assess what a student has learned over time and their proficiency in relation to grade level standards.

For additional assessment information, refer to [Comprehensive Assessment System: Rhode Island Criteria & Guidance](#).

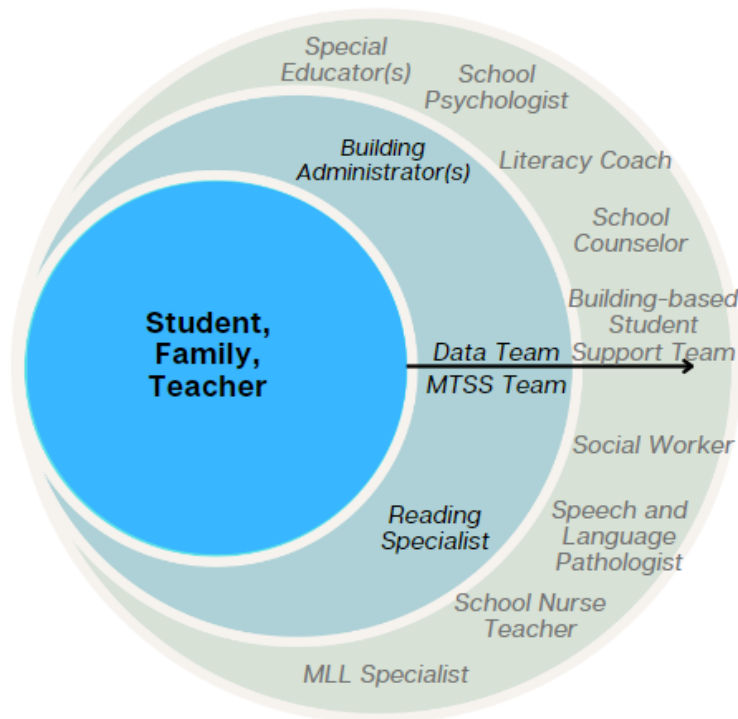


Figure 1

PLPs are created when students meet the articulated criteria. At the elementary level, PLPs begin with the classroom teacher and should expand to include relevant professionals such as those in Figure 1. At the secondary level, PLPs begin with a specially trained teacher who has demonstrated proficiency in the knowledge and practices of the science of reading and structured literacy.

Since the creation of a PLP is an inclusive process, an expanded support team is recommended to ensure the PLP is comprehensive and delivered with fidelity. The team should include but is not limited to any of the professionals included in Figure 1.

PLPs require documentation of family contact as family engagement is a critical part of a PLP's success. Teams should ensure families are informed and provide opportunities to engage throughout the PLP development and implementation as appropriate.



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.

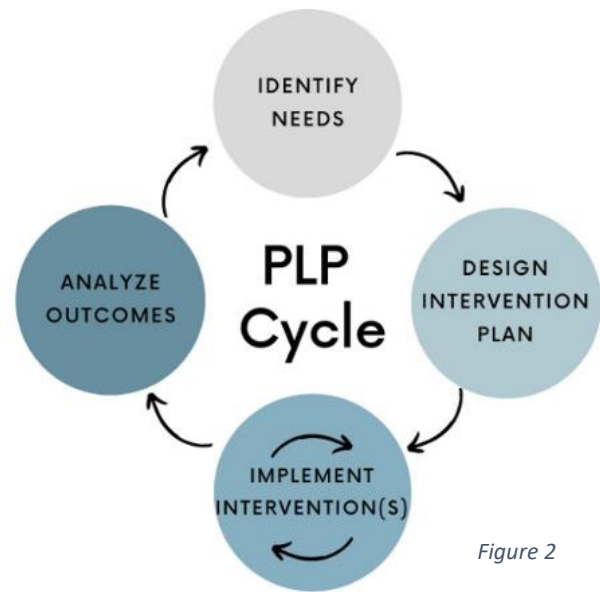


Figure 2



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)



	<ul style="list-style-type: none">• 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:

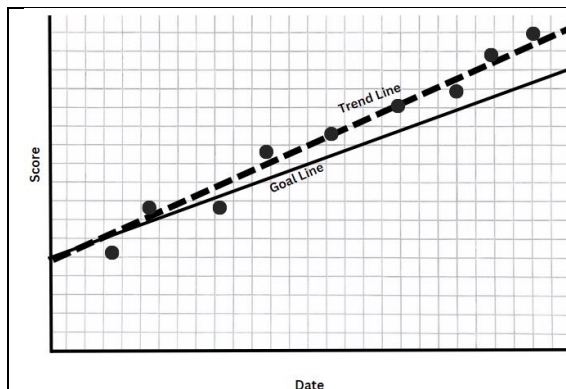
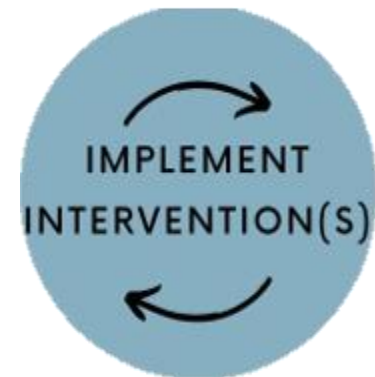
- What is the specific intervention goal and how will it be measured?
- What materials are available from student’s HQCM to support intervention goal(s), if appropriate?
- What evidence-based instructional methods and materials will be used to address the student’s specific needs?
- Does the content used within the intervention materials help to support building student knowledge of their Tier 1/HQCM content and instruction (e.g., Tier 1/HQCM 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:

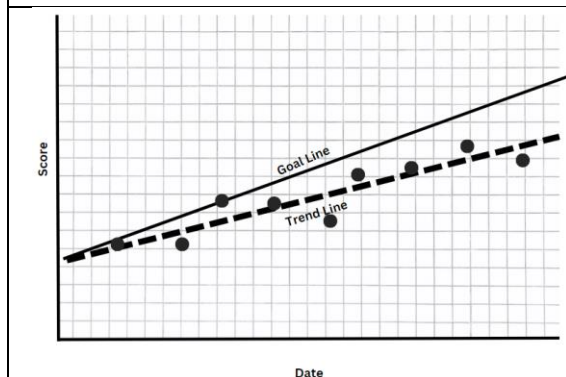
- Implement intervention and progress monitor for 8-12 weeks.
- Graph the progress monitoring data to compare the student's trend line to the goal line. The trend line represents the line of best fit drawn through a series of data points. The goal line is established by plotting a line from the student's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

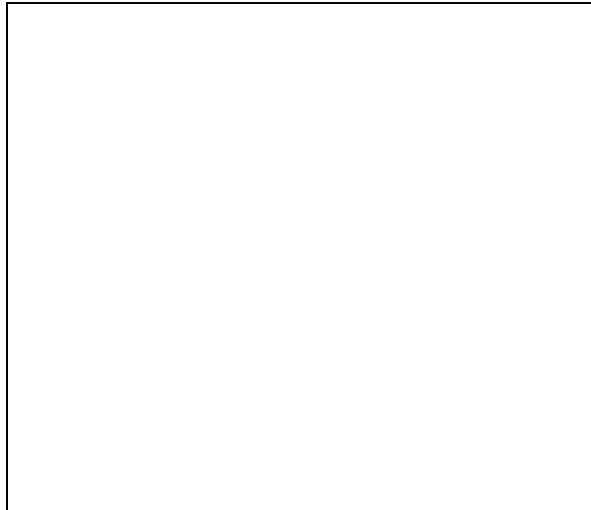
- Continue with intervention until the student has met the goal.
- Review diagnostic data to determine if there are additional areas of need and create a new intervention plan.
 - **If not**, use an outcome measure to determine if the student is reading on grade level and can be exited from the PLP.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



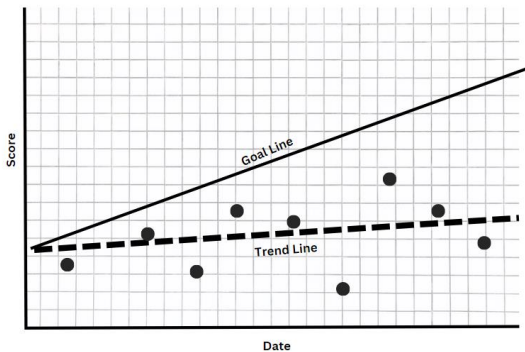
*The trend line is below the goal line, **but** the student is making progress.*

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.



The trend line is below the goal line **and** the gap is widening.

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.



Considerations for Multilingual Learners

Teams should use the following considerations to ensure that PLPs are implemented effectively for multilingual learners (MLLs) in order to ensure literacy growth.

Professional Knowledge:

PLP teams should include educators with expertise in instruction and assessment of MLLs. Misidentification/over identification is reduced when a team has knowledge of second language acquisition, English language development and the Tier 1/Core curriculum. Members of the team should have knowledge of the student's educational history, cultural influences on learning, language development and any relevant learning challenges. The team should ensure families are engaged in the PLP development and implementation process as well. Families provide valuable insight into their child's educational history, cultural norms and strengths and needs.

Tier 1 Instruction:

LEAs must ensure MLLs have access to Tier 1 instruction that includes embedded supports aligned with the WIDA English Language Development (ELD) standards based on their English language proficiency levels. Therefore, MLLs should not be removed from Tier 1 instruction in order to receive intervention or ELD instruction.

Tier 2 and 3 Intervention:

Interventions must be culturally and linguistically responsive, align with the student's specific instructional needs, and consistently address both foundational literacy skills and language development. Note, some Tier 2 and 3 materials do not provide language support, which impacts students' rate of progress. Therefore, educators who provide interventions should have knowledge of second language acquisition and the role of language proficiency in literacy growth in order to provide simultaneous language and literacy supports.

Assessment:

When possible, teams should first administer language assessments in the student's first language to provide context on the student's ability to cross-linguistically transfer their knowledge of the first language to their acquisition of the second language. If a student's first language shares a similar alphabetic system to the second language and they have skills in phonological and phonemic awareness, they will be more likely to achieve reading success in the second language. For example, studies have found that letter naming, decoding, and oral reading fluency in Spanish are accurate predictors of reading success in both Spanish and English.

If a student has difficulty in their first language, this may impact their ability to develop literacy skills in their second language. However, if a student has literacy skills in their first language but struggles with literacy in their second language, the discrepancy might be related to limited exposure to research-based instruction or an indication of a literacy-based difficulty.



When reflecting on MLLs literacy and language skills, one-point-in-time assessments may not accurately reflect their skills and knowledge. A body of evidence must be compiled in order to understand their language and literacy strengths and needs as well as establish instructional goals.

- **Universal Screening:**

Screening MLLs with valid and reliable measures in both their first and second language helps identify students who need immediate intervention in order to reduce the overrepresentation of multilingual students in special education. Screening is especially critical in kindergarten through grade two, where the widespread belief is that reading-based deficits are due to a lack of English language proficiency instead of a potential disability.

Studies have consistently shown a correlation between measures of phonological awareness, alphabetic knowledge, and oral reading fluency with measures of reading comprehension for MLLs in kindergarten through fifth grade. Therefore, screeners that address these skills are recommended for identifying MLLs who may be at risk for reading failure.

When reviewing screening results, the team must consider the following guiding questions:

Area	Consider:
Phonological Awareness	<ul style="list-style-type: none"> • Does the student’s first language break down words or sounds in this way? (e.g., does the language have compound words?) • Is the skill relative in the student’s first language? (e.g., rhyming, alliteration, etc.)
Phonemic Awareness/ Letter-sound Knowledge	<ul style="list-style-type: none"> • Has the student acquired these phonemes in their spoken English? • What sounds does the student know in each language? • Are there sounds in English that are infrequent or nonexistent in the student’s first language? <ul style="list-style-type: none"> ○ Refer to the American Speech-Language Hearing Association’s Phonemic Inventories for information on phonemic systems across languages
Rapid Automatized Naming	<ul style="list-style-type: none"> • Do these objects/symbols have a specific name in the student’s first language? • Is the student familiar with these objects/symbols?

- **Progress Monitoring:**

Prior to progress monitoring, teams should establish instructional goals for both literacy and language. These goals should be rigorous and align with grade-level literacy and ELD standards. When conducting progress monitoring for MLLs, it is important to consider the language of instruction. For students who receive instruction in multiple languages, it is recommended that progress is monitored in the languages of instruction.



- The National Center on Intensive Intervention [Academic Progress Monitoring Tools Chart](#) provides data on use with MLLs when available.

MLLs' performance on these assessments should be assessed in relation to *true peers*, students who have the same or similar levels of language proficiency. This requires that teams have knowledge of students' educational history, cultural influences on learning, and language development. If a student's data suggests that they are not responding in alignment with their *true peers*, then the team must consider whether the intervention has been delivered with fidelity and at an appropriate dosage and consider next steps to intensify instruction.

- The National Center on Intensive Intervention's [Dimensions of Taxonomy of Intervention Intensity and Considerations for English Learners](#) provides teams with a tool to use to evaluate an intervention's intensity.



Appendix A: Sample Paper Personal Literacy Plan

Personal Literacy Plan

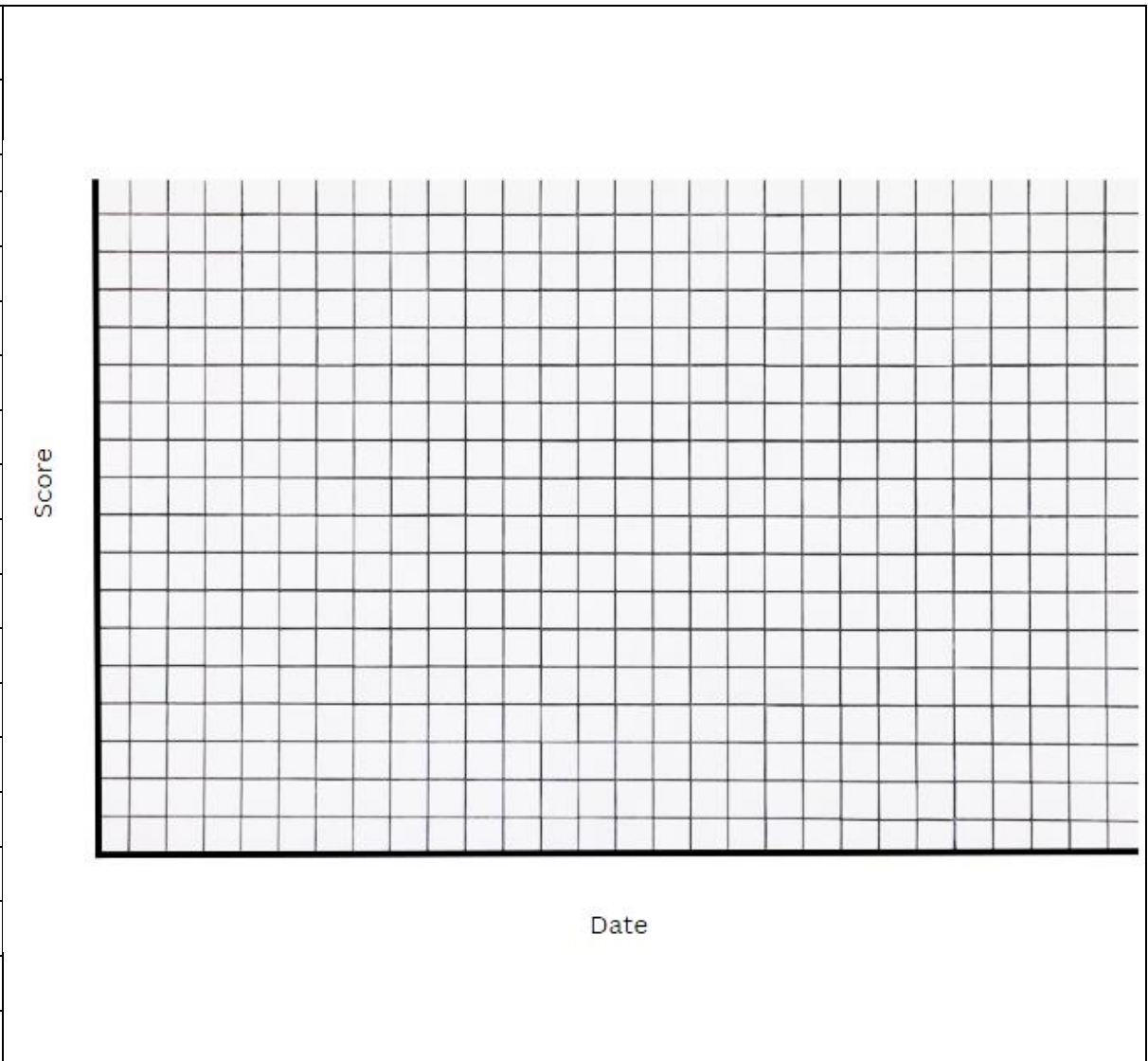
Student Information:	Current Information:		
Name: _____ Student ID #: _____ DOB: _____ English Language Proficiency Level: _____ <input type="checkbox"/> IEP <input type="checkbox"/> 504 Attendance: ___absent ___tardy as of ___/___/___	Teacher: _____ Grade: _____ School: _____ Teacher(s): _____ PLP History: <input type="checkbox"/> Initial PLP <input type="checkbox"/> Continuation If a continuation, record dates of previous PLP(s): _____ Record of Family Contact: _____		
Documenting Need	Assessment Data:		
Describe instructional practices that are in place currently to support this student: Provide a brief narrative analyzing the data:	Date	Assessment	Results
	Screening Results		
	Diagnostic Results		
	Additional Assessment Results		



Intervention Plan:	Progress Monitoring:
<p>Tier: SMART Goal:</p>	<p>Progress Monitoring Tool: _____ Progress Monitoring Frequency: _____ Expected Rate-of-Improvement: _____ per _____ Intervention start date: __/__/__ Intervention end date: __/__/__ Length of Intervention: ____ weeks</p>
<p>Intervention Details: Describe the intervention components: include the program/ materials/ strategies used.</p> <p>Teacher(s) Responsible for Intervention: _____ Duration of Intervention: _____ Frequency of Intervention: _____ Progress Monitoring Tool: _____ Progress Monitoring Frequency: _____</p>	



Progress Monitoring Data	
Benchmark: _____	
Date	Results





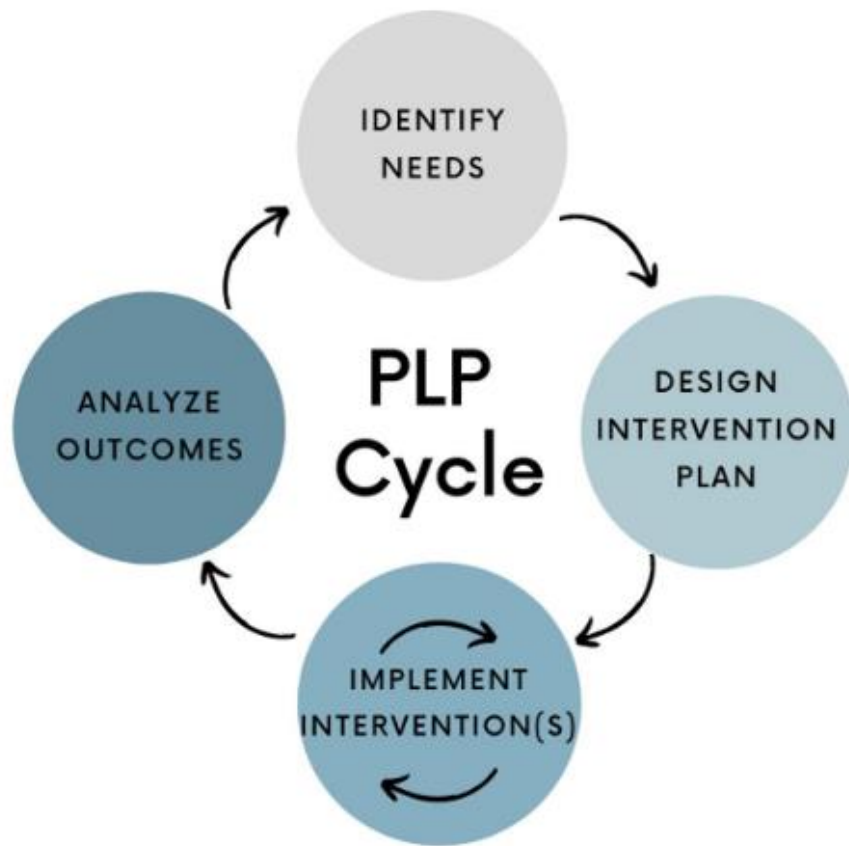
Intervention Outcome

Date	Assessment	Results

- If student is not reading on grade level: Revise or create a new Intervention Plan
 - If student is reading on grade level: Complete PLP Release Form

PLP Release Form

Date: __/__/__	
Justification for release from PLP:	
Signatures of participants:	
Signature:	Role:
	Teacher
	Parent/Guardian
	Administrator
	Student (if applicable)
If parent is not in attendance, please fill out the information below.	
Date notified: __/__/__	
Comments:	



References:

Baker, D., Cummings, K., & Smolkowski, K. (2022). *Diagnostic accuracy of Spanish and English screeners with Spanish and English criterion measures for bilingual students in Grades 1 and 2*. *Journal of School Psychology, 92*, 299-323. <https://doi.org/10.1016/>

Hui-Michael, Ying. [*Identifying Multilingual Learners Who Are Differently Able: Culturally and Linguistically Responsive Approaches*](#). RIDE, 2019.

Sacco, D., Hoover, J., Spies, Tracy. (2021). [*Implementing Data-Based Individualization for English Learners*](#). National Center on Intensive Intervention at AIR.