

# *Personal Literacy Plan Guidelines*

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*Middle School  
Grade 6 – Grade 8*



Office of Research, Planning and Accountability

2009 – 2010

The *Personal Literacy Plans Guidelines for Grade 6 – Grade 8* has been developed by the Office of Research, Planning and Accountability. It provides information concerning district policies and procedures for a successful implementation of the Personal Literacy Plan initiative.

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**PURPOSE OF THIS DOCUMENT**

To support teachers as they implement the Personal Literacy Plan (PLP) Initiative.

The Office of Research, Planning and Accountability (RPA) has compiled all information and support documents to be used by teachers during the course of the school year. As always, RPA staff will be available to address concerns and to provide assistance.

**WHY PLPs**

PLPs are mandated in State Law and by the Rhode Island Board of Regents to improve student **reading** proficiency.

**BELOW LEVEL DEFINED**

“A student is considered reading below level when

- he/she cannot fully comprehend text because of an inability to decode fluently and automatically;
- and/or lacks sufficient vocabulary knowledge; and/or lacks sufficient ability to construct meaning when reading material appropriate for content learning at grade level.”<sup>1</sup>

**WHO NEEDS A PLP**

- All grade 6-8 students in a middle school setting reading one (1) or more years below grade level in English
- Students with IEPs who meet the criteria for PLPs
- All students with an existing PLP

**WHAT IS A PLP?**

A PLP is an action plan articulating the process of improving reading instruction so as to increase student’s reading proficiency. It includes identifying the specific needs of a student, documentation of strategies used to accelerate the students learning, the results of this intervention, and next steps.

**REQUIRED ELEMENTS OF A PLP**

Diagnose, analyze, and validate need(s)

Assessments determine discontinuation or need for new intervention

- Design intervention plan
- Implement intervention
- Review progress monitoring data
- Revise/modify support
- Implement revised/modified intervention
- Documentation of each phase

**WHAT IS AN INTERVENTION?**

The Rhode Island Department of Education (RIDE) defines interventions as “additional, targeted, and intensive instruction provided to students who are struggling with learning to read and write.”<sup>2</sup> The Providence Public School Department further states that an intervention must be aligned with the five (5) components of reading as defined by research and the National Reading Panel.

**WHAT IS THE PLP PROCESS?**

The PLP process is an inclusive process involving teachers, parents, administrators, and other staff members. Parents may choose not to participate with home support; however, they may **not** decline a PLP for their child.

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<sup>1</sup> Board of Regents, September 2009

<sup>2</sup> PLP Guidelines June 2005

**REPORTING PLP  
STATUS TO RIDE**

Each fall, all Rhode Island school districts are required to submit a *District Personal Literacy Plan Report* to RIDE. The following describes the procedures for reporting the required information.

**Teachers** report the number of students with PLPs to principals using the *Class PLP Report* form provided by October 29, 2009.

**Principals** compile the information for each grade level and submit that number using the *School PLP Report* form, which will be provided electronically, to Level Directors by November 5, 2009.

**The Superintendent** will submit the *District PLP Report* to RIDE by November 20, 2009.

Required forms will be available on the RPA website and also emailed to the principals. Copies may be found in the *Appendix* of this document.

**REPORTING PLP  
STATUS ON REG**

**Teachers** must immediately inform principals when a student has been assigned a PLP.

**Principals** will insure that the REG Database remains current.

- Each fall and spring REG data must be updated for newly enrolled students.
- Each fall and spring data must be confirmed for previously enrolled students by using *Class Reports* submitted by teachers.
- As students are given PLPs during the school year, the information must be entered on REG.

**HOUSING OF  
PLPs**

PLPs must be kept in the student Personal Record (PR) folder from the end of the school year until the beginning of the following school year.

- PLPs will be kept in classrooms during the school year.
- At the end of the school year, PLPs will be placed in the students' PR Folder by Guidance staff.

**DISTRIBUTION OF  
PLP INFORMATION  
AND PLPs: ROLE OF  
GUIDANCE STAFF****Guidance will**

- print a list of students with PLPs from REG and distribute to the principal and *all* content teachers by the first day of school.
- remove PLPs from PR Folders and distribute to the appropriate teachers during the first week of school.
- as new students enter during the year, remove the PLP from the students' PR Folder and distribute to the appropriate teacher.
- file completed PLPs in PR Folders at the end of each school year.

**INFORMING PARENTS**

When it has been determined that a student needs a PLP,

- formally notify the student's family by sending home the district letter.
- contact parents at a minimum once a quarter to inform them of their child's progress.
- and send a letter home beginning of each school year that the student continues with a PLP.

When it has been determined that a student no longer needs a PLP,

- formally notify the student's family by sending home the district letter.
- file PLP and a copy of the parent letter in the student's PR Folder.

District letters are available in English and Spanish in the Appendix of this document and on the RPA web site.

**STAFF  
RESPONSIBLE FOR  
COMPLETING PLPs**

- If the student has ninety minutes of *Language!* instruction, the PLP will be the responsibility of the Intensive Intervention teacher.
- If the student participates in a ninety minute READ 180 class, the PLP will be the responsibility of the READ 180 teacher.
- If the student participates in core English with additional support during a literacy period, the PLP will be the responsibility of the literacy teacher.
- If the student participates only in the core program, the PLP will be the responsibility of the English teacher.
- When resource teachers participate in instruction, there should be collaboration between the two teachers.
- Identified teachers are responsible for the implementation/maintenance of PLPs.

**PROCEDURES FOR END  
OF YEAR**

Teachers, at the end of the school year will

- confirm that all documentation is complete.
- remove papers as appropriate. (For see details *Artifacts* on page 5.)
- submit completed PLPs to Guidance for placement in students' PR Folder.

**PROCEDURES FOR  
RELEASE FROM THE  
PLP PROCESS**

When a student is reading on grade level and has been released from the PLP process, the following must happen:

1. Teacher/s must provide assessments verifying reading level.
2. Assessments must be attached to the PLP
3. Teachers will write a brief statement explaining the release on the PLP.
4. *District Letter* stating that the student no longer needs a PLP will be provided to the family.
5. Parents are invited to the school to sign the release section of the PLP.
6. Release section on the PLP has all necessary signatures: principal, parent, and teacher.
7. PLP is filed in student's PR Folder.

NOTE: Schools must demonstrate that every effort has been made to contact parents.

**NEW PLP FORM AND INSERT**

To positively impact compliance efforts, the District's PLP folder and insert have been revised.

Students with a New PLP:

- The newly revised folder will be used to inform PLPs for all students with a new PLP.
- Revised inserts may be used as needed.
- All inserts are to be kept within the PLP Folder
- NOTE: A new, revised insert should be started each year.

Students with continuing PLPs:

- Newly revised inserts are to be used for students with existing PLP folders.
- Additional revised PLP inserts can be used as necessary.
- All inserts are to be kept in the PLP Folder.
- NOTE: A new, revised insert should be started with each school year.

**ONE VERSION**

To improve consistency of data collection to inform compliance, the revised PLP insert will be used throughout the District.

All grades, K-12, and programs will use this version.

**ARTIFACTS**

Artifacts such as test results and pertinent student work may be kept in the PLP during the school year. At the end of the year, these documents must be removed from the PLP and housed as appropriate in the PR Folder, an Assessment Folder (if applicable), sent home or destroyed.

**TRANSITIONS**

At the end of the school year, completed PLPs must be stored in student PR Folders. Please follow this process.

Teachers responsible for PLP implementation will

- keep the PLPs during the school year.
- be responsible for removing artifacts, as described on page 5, from PLP folder.
- submit the completed PLP to Guidance.

**CONFIDENTIALITY OF PLP DOCUMENTS**

When **Special Education** services are documented in the PLP, the PLP becomes a *confidential document*.

Teachers may instead choose to say that the student works with *support staff* or *another adult* in the building. When specific Special Education services are not directly documented within the PLP, it has a lower level of confidentiality as defined by Special Education law and policy.

All PLP documentation, however, should be kept confidential in that only the student, the student's parents/guardians, and those teachers directly involved in PLP implementation during the given school year should share and discuss its contents.

**SUPPORT FROM ALL TEACHERS**

Students with PLPs are struggling readers. As such, all teachers supporting the education of the student must play a role in supporting the student's reading development. Principals and teachers must collaborate to develop an action plan that will inform the student's reading development across all content areas.

<b>Date</b>	<b>Deliverable</b>	<b>Person Responsible</b> <i>Middle School</i>
<b>August 24-31</b>	Create list of PLP students for distribution to teaching staff Remove PLPs from PR Folders for distribution by the end of the first week of school	Guidance Staff
<b>September 1</b>	Distribute to all teachers*: 1. list of PLP students 2. Class Report Form 3. due date for Class Report Form <i>*Include all content teachers</i>	Principal
<b>October 29</b>	<b>Due:</b> Class Report Forms to Principal	Appropriate Staff
<b>October 29- November 4</b>	Office staff verifies data from each Class Report Form on REG	School Office Staff
<b>November 1-13</b>	Quarter 1 Review of PLPs	Principal
<b>November 5</b>	<b>Due:</b> School PLP Report to RPA	Principal
<b>November 10-18</b>	District Review of School Reports	District Staff
<b>November 20</b>	District PLP Report sent to RIDE	Superintendent
<b>November 21</b>	Follow up with Teaching and Learning	RPA
<b>January 25- February 5</b>	Quarter 2 Review of PLPs	Principal
<b>April 29-May 16</b>	Quarter 3 Review of PLPs	Principal
<b>June 1- 11</b>	End of Year Review of PLPs, ensure only appropriate materials are included	Principal
<b>June 14</b>	<b>Due:</b> Class Report Forms to Principals	Appropriate Staff
<b>June 14-June 18</b>	Ensure that PLPs are placed in Student PR Folders	Guidance Staff
<b>June 25</b>	<b>Due:</b> Data updated on REG	School Office Staff
<b>June 28-30</b>	District Review of PLP Data	District Staff
<b>July 1</b>	<b>Due:</b> End of Year PLP Report to RPA	Principals

Using multiple sources of data helps capture a clearer picture of a student's strengths and challenges. Therefore, teachers should use information from at least two data sources including both standardized and embedded assessments.

**CURRENT PLP**

Students entering a grade or school with an existing PLP must continue in the PLP process until they reach the appropriate reading level for their grade.

**REPEATING A GRADE**

Students repeating a grade should have a PLP from the previous year.

- The receiving teacher will continue the PLP process for that student.
- If a PLP was not in place, begin the process without delay.
- If, through informal assessments, difficulties are apparent; the PLP process should begin without delay.

**READ 180**

Students participating in READ 180 will have a PLP.

**LANGUAGE!**

Students participating in Language! will have a PLP.

**STANDARDIZED TESTS: NECAP, SAT 10**

Using students' latest test results, reference the chart found in Figure 1. If the student's test results fall in the *below average* range in more than one test, a PLP will be needed.

**TEACHER CONCERN**

If a teacher feels that student performance in one or more of the five areas of reading is a concern; they may begin a PLP for that particular skill. This concern, however, should be supported with data as described above.

**Figure 1. Normal Distribution of Stanines, Percentile Ranks (PR), Normal Curve Equivalents (NCE), and Scale Scores.**

ASSESSMENT	SCORE	BELOW AVERAGE			AVERAGE			ABOVE AVERAGE		
Stanford 10/RF	Stanine	1	2	3	4	5	6	7	8	9
Stanford 10/RF	Percentile Rank	Below 4	4-10	11-22	23-39	40-59	60-76	77-88	89-95	Above 95
Stanford 10/RF	Normal Curve Equivalent	1.0-10.4	13.1-23.0	24.2-33.7	34.4-44.1	44.7-54.8	55.3-64.9	65.6-74.7	75.8-84.6	86.9-99.0
NECAP	Scale Score	0-39			Average* to Above Average: Scale Score ranges vary by grade level.					

\* Note: NECAP Minimum Average Score for all Grade Levels is 40.

**STUDENT  
INFORMATION**

Enter student name, DOB, Grade and ID number in the box located at the top left hand side of the PLP. If labels are provided, please attach in the space provided rather than filling in the information by hand.

**TEACHER AND  
SCHOOL**

Enter the name of the person implementing the PLP and the school name.

**PLP HISTORY**

Complete the line asking for the year of implementation by entering the year of implementation as compared to the initiation of the PLP. For example, if the student has had a PLP for 2 years before the current school year, enter the number 3 to signify that this is the third year of implementation for this student.

Also, in the space provided, indicate whether this is the student's initial PLP, a continuation from the previous year, or a re-entry into the PLP process by checking the appropriate space.

**RECORD OF  
RELEASE**

Complete this section only when students are reading on grade level and the teachers are confident that the student no longer needs a PLP. All release decisions **must** include the following documentation with the PLP Folder:

- Assessments verifying the reading level.
- Brief, written statements by teachers explaining the release.
- Parents, the principal, and the teacher must sign the "Record of Release."
- If parents are not available, enter the date that contact was made or attempted. (NOTE: Schools must demonstrate that every effort has been made to contact parents.)

The PLP with this completed Record of Release documentation should be filed within the student's PR Folder.

**HOME-SCHOOL  
CONNECTION**

A partnership between schools and parents/family is critical to helping a student reach his/her potential. Schools are **required** by *No Child Left Behind* to involve parents and work closely with them to help strengthen a student's skills. To address this mandate, the following should be documented on the PLP Form and Inserts:

- dates and type of communication (checking the appropriate box).
- detailing any pertinent information in the "Notes" section.

**Contacting Parents:**

While ELA teachers are not individually responsible for contacting parents, they are responsible for confirming that someone from the school has informed parents of the student's progress. Principals, Guidance staff or another member of the teaching team may share this responsibility.

**NOTE: Schools should contact parents at a minimum once a quarter to inform parents of their child's progress.**

Using PLPs to accelerate proficiency is a continuous process. As such, each intervention implemented becomes a distinguishable, targeted stage of student development. Thus, the district has determined that the action plan for intervention with the PLP will be articulated within various *Intervention Phases*.

On the **PLP Folder**, each intervention phase is already numbered. Only the date needs to be identified.

On the **PLP Insert**, the number of each intervention phase, as well as the date, needs to be identified.

The following information provides a detailed description of what information is needed in each section of the PLP folder and inserts:

**BACKGROUND**

Complete this section by providing at least two pieces of evidence or data that demonstrate concern. The following are some examples.

- Data from standardized assessments
- Data from progress monitoring tools
- Informal classroom assessments
- Documented attendance or illness issues
- Suspensions from school
- Teacher observed behavior
- Current PLP

First Column: Name the assessment used.

Second Column: Enter the actual score or result.

Third Column: Enter a brief explanation. For example, “the results show that comprehension or that fluency is problematic.”

**ACTION:  
GLE/GSE**

Enter the numbers for the GLE/GSE being addressed.

**SMART GOAL**

Write the intended goal using the SMART Goal elements. SMART Goals are a valuable tool that will help teachers write specific measurable and observable goals. Details on writing SMART Goals and samples are provide in *Part 7* of this document.

**INSTRUCTIONAL  
INTERVENTION**

1. The teacher responsible for implementing the intervention phase will enter their name in the appropriate section along with the strategy and/or approach that will be used for the intervention phase.
2. Enter the name and discipline taught of the person who will be supporting the student by reinforcing and applying the same strategy in a content class.
3. Home Support provides a place for documentation of suggestions made to families to help the student at home. Indicate the person who will be responsible.

# Part 6

## Completing an Intervention Phase

### FOLLOW-UP CHECK POINT

Use this section to document progress monitoring. Progress monitoring refers to "check point" tasks or assessments used to gauge student growth. Identify this "check point" task or assessment used to determine if the intervention helped the student achieve the identified SMART Goal. Briefly comment on the results.

### RESPONSE TO INTERVENTION

After a reasonable period of time, which will vary by grade level, teachers will determine how the student is responding to the intervention. Using the data from the progress monitoring tasks, check the appropriate space.

### NEXT STEPS

A requirement of the PLP Initiative is documentation of the student's response to the action taken and intended next steps. If student responds positively to the intervention and demonstrates growth, teachers may continue with the intervention until the goal is well established. Should teachers feel that the student has achieved the goal, they will identify a different area of need to address and begin the process.

In all cases, "Next Steps" must be completed. Be sure to follow the decision-making directions, checking all appropriate boxes.

INTERVENTION PHASE 1

DATE: 3/16/09

**BACKGROUND** Provide evidence/data that illustrates areas of concern in at least two of the following three areas:

- Evidence/Data
- 1. Standardized Assessment
- 2. Progress Monitoring Tool
- 3. Other

Data Point	Result/Score	Interpretation/Analysis
<i>NECAP</i>	<i>2 in Reading /high range of 2</i>	<i>Low -initial underst/ informational texts</i>
<i>SAT 10</i>	<i>Initial understanding-. 50%</i>	<i>Low in initial understanding -</i>

**ACTION** Related GLE/GSE \_\_R-7-7.2\_\_

SMART Goal: *Student will (what) improve summarizing by (specifically) identifying topic/important details (to what degree) by scoring 3 by (how) Step up to Writing Rubric (when) end of 4 weeks.*

### Instructional Intervention

	PERSON RESPONSIBLE	Strategy Being Taught/Reinforced
ELA	<i>Mrs. Jones</i>	<i>Marking up text/ID summarizing elements</i>
Other Discipline	<i>History/Mr. Johnson</i>	<i>See above strategy</i>
Home Support	<i>Louis's mother</i>	<i>Newspaper/summarize article</i>

### FOLLOW-UP Check Point

Date	Task to Assess Progress	Results
<i>4/18/09</i>	<i>Summarize expository text-Step /Writ. rubric</i>	<i>Scored 3 on rubric -up from 2</i>

### Response to Intervention

- Met the SMART goal     
  Moved toward the SMART goal     
  Made no progress

### Next Steps

- Set new SMART goal     
  Continue with the intervention(s) (Note: Go to Follow-up in Next Intervention Phase to Monitor Progress.)     
  Begin new Phase. Select one.
- Refine SMART goal.     
  Implement new strategy.     
  Identify new progress monitoring task.

*“Goals should focus on the intended outcome rather than the strategies to achieve the outcome.”<sup>3</sup>*

SMART Goals were developed to help individuals write goals that were realistic and would be successful. The acronym SMART can be used when writing goals and also used as a check list to determine if a goal represents a good objective. The following provides a detailed explanation SMART Goals.

## Defining SMART Goals<sup>4</sup>

### 1. SPECIFIC

A Specific goal is more likely to be accomplished than a general goal. A specific goal is clear and answers the six “W” questions:

- *Who*: Individuals involved and affected
- *What*: Exactly what you wish to accomplish
- *Where*: Determine a location
- *When*: Establish a time frame
- *Which*: Identify requirements and restraints
- *Why*: Specific reasons, purpose, or benefits

Examples:

General Goal: *“Jose will meet benchmark.”*

Specific Goal: *“Jose will be at benchmark in Phoneme Segmentation Fluency (PSF) by Middle of the Year(MOY).”*

### 2. MEASURABLE

When a goal is Measurable, it is easy to determine whether or not it has been accomplished. To determine if your goal is measurable, ask questions such as:

- How much?
- How many?
- How will I know when it is accomplished?

Example:

Measurable Goal: *“Jose’s rate of improvement on Oral Reading Fluency (ORF) will increase by 2 words correct per week from Beginning of the Year (BOY) to MOY.”*

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<sup>3</sup> from Learning by Doing by DuFour, et all (p. 134)

<sup>4</sup> Wireless Generation, Inc. (2007) mCLASS DIBELS Session 3 Training of Trainers. Presented in Providence, RI.

**3. ATTAINABLE**

When a goal is Attainable, it is realistic and within your realm of control. Setting unrealistic goals will lead to frustration and failure, while setting attainable goals will lead to success for students.

Example

Unattainable goal: *“Jose will read three on-grade level ORF passages with 100% accuracy by the end of next week.”*

Attainable goal: *“Jose will read grade 2 ORF passages with at least 95% accuracy by the mid-year benchmarking period.”* (note: Jose is a third grader)

**4. RELEVANT**

A Relevant goal is directly related to each student’s data-identified literacy needs.

Example

Irrelevant goal: *“Jose will get all fours on his report card.”*

Relevant goal: *“Jose will demonstrate improved reading fluency by automatically blending 85% of words read in isolation and in text by the end of May.”*

**5. TIME BOUND**

A Time-Bound goal has a beginning, established interim benchmarks, and an end.

- There must be sufficient time to achieve the goal, but too much time takes away from its urgency.
- If your goal is a long-term goal, frequent progress checks keep you on track while allowing for adjustments.

Example

Time-Bound goal: *“Jose’s rate of improvement on ORF will increase by 2 words correct per week from BOY to MOY.”*

Sample Smart Language! Goal

SMART Goal: Student will (what) use strategies to unlock meaning by (specifically) developing word associations (to what degree) with 80% accuracy by (how) as measured by Unit 8 content mastery assessment (when) by the end of 1<sup>st</sup> quarter

Sample Smart Core Goal

SMART Goal: Student will (what) improve comprehension by (specifically) identifying main idea/details (to what degree) with 80% accuracy by (how) on Unit 3 test (when) by the end of this quarter.



**INTERVENTION PHASE 1**

**DATE:** \_\_\_\_\_

**BACKGROUND** Provide evidence/data that illustrates areas of concern in at least two of the following three areas:

- Evidence/Data
1. Standardized Assessment
  2. Progress Monitoring Tool
  3. Other

Data Point	Result/Score	Interpretation/Analysis

**ACTION** Related GLE/GSE \_\_\_\_\_

SMART Goal: *Student will (what)* \_\_\_\_\_ *by(specifically)* \_\_\_\_\_  
 (to what degree) \_\_\_\_\_ *by (how)* \_\_\_\_\_ (when) \_\_\_\_\_.

**Instructional Intervention**

	PERSON RESPONSIBLE	Strategy Being Taught/Reinforced
ELA		
Other Discipline		
Home Support		

**FOLLOW-UP Check Point**

Date	Task to Assess Progress	Results

**Response to Intervention**

- Met the SMART goal     
  Moved toward the SMART goal     
  Made no progress



**Next Steps**

- Set new SMART goal     
  Continue with the intervention(s)  
 (Note: Go to Follow-up in Next Intervention Phase to Monitor Progress.)  
 Begin new Phase. Select one.  
 \_\_\_ Refine SMART goal.  
 \_\_\_ Implement new strategy.  
 \_\_\_ Identify new progress monitoring task.

**INTERVENTION PHASE 2**

**DATE:** \_\_\_\_\_

**BACKGROUND** Provide evidence/data that illustrates areas of concern in at least two of the following three areas:

- Evidence/Data
1. Standardized Assessment
  2. Progress Monitoring Tool
  3. Other

Data Point	Result/Score	Interpretation/Analysis

**ACTION** Related GLE/GSE \_\_\_\_\_

SMART Goal: *Student will (what)* \_\_\_\_\_ *by(specifically)* \_\_\_\_\_  
 (to what degree) \_\_\_\_\_ *by (how)* \_\_\_\_\_ (when) \_\_\_\_\_.

**Instructional Intervention**

	PERSON RESPONSIBLE	Strategy Being Taught/Reinforced
ELA		
Other Discipline		
Home Support		

**FOLLOW-UP Check Point**

Date	Task to Assess Progress	Results

**Response to Intervention**

- Met the SMART goal     
  Moved toward the SMART goal     
  Made no progress



**Next Steps**

- Set new SMART goal     
  Continue with the intervention(s)  
 (Note: Go to Follow-up in Next Intervention Phase to Monitor Progress.)  
 Begin new Phase. Select one.  
 \_\_\_ Refine SMART goal.  
 \_\_\_ Implement new strategy.  
 \_\_\_ Identify new progress monitoring task.

**INTERVENTION PHASE 3**

**DATE:** \_\_\_\_\_

**BACKGROUND** Provide evidence/data that illustrates areas of concern in at least two of the following three areas:

- Evidence/Data
1. Standardized Assessment
  2. Progress Monitoring Tool
  3. Other

Data Point	Result/Score	Interpretation/Analysis

**ACTION** Related GLE/GSE \_\_\_\_\_

SMART Goal: *Student will (what)* \_\_\_\_\_ *by(specifically)* \_\_\_\_\_  
 (to what degree) \_\_\_\_\_ *by (how)* \_\_\_\_\_ (when) \_\_\_\_\_.

**Instructional Intervention**

	PERSON RESPONSIBLE	Strategy Being Taught/Reinforced
ELA		
Other Discipline		
Home Support		

**FOLLOW-UP Check Point**

Date	Task to Assess Progress	Results

**Response to Intervention**

- Met the SMART goal     
  Moved toward the SMART goal     
  Made no progress



**Next Steps**

- Set new SMART goal     
  Continue with the intervention(s)  
 (Note: Go to Follow-up in Next Intervention Phase to Monitor Progress.)  
 Begin new Phase. Select one.  
 \_\_\_ Refine SMART goal.  
 \_\_\_ Implement new strategy.  
 \_\_\_ Identify new progress monitoring task.

**INTERVENTION PHASE 4**

**DATE:** \_\_\_\_\_

**BACKGROUND** Provide evidence/data that illustrates areas of concern in at least two of the following three areas:

- Evidence/Data
1. Standardized Assessment
  2. Progress Monitoring Tool
  3. Other

Data Point	Result/Score	Interpretation/Analysis

**ACTION** Related GLE/GSE \_\_\_\_\_

SMART Goal: *Student will (what)* \_\_\_\_\_ *by(specifically)* \_\_\_\_\_  
 (to what degree) \_\_\_\_\_ *by (how)* \_\_\_\_\_ (when) \_\_\_\_\_.

**Instructional Intervention**

	PERSON RESPONSIBLE	Strategy Being Taught/Reinforced
ELA		
Other Discipline		
Home Support		

**FOLLOW-UP Check Point**

Date	Task to Assess Progress	Results

**Response to Intervention**

- Met the SMART goal     
  Moved toward the SMART goal     
  Made no progress



**Next Steps**

- Set new SMART goal     
  Continue with the intervention(s)  
 (Note: Go to Follow-up in Next Intervention Phase to Monitor Progress.)  
 Begin new Phase. Select one.  
 \_\_\_ Refine SMART goal.  
 \_\_\_ Implement new strategy.  
 \_\_\_ Identify new progress monitoring task.

**INTERVENTION PHASE 5**

**DATE:** \_\_\_\_\_

**BACKGROUND** Provide evidence/data that illustrates areas of concern in at least two of the following three areas:

- Evidence/Data
1. Standardized Assessment
  2. Progress Monitoring Tool
  3. Other

Data Point	Result/Score	Interpretation/Analysis

**ACTION** Related GLE/GSE \_\_\_\_\_

SMART Goal: *Student will* (what) \_\_\_\_\_ *by*(specifically) \_\_\_\_\_  
 (to what degree) \_\_\_\_\_ *by* (how) \_\_\_\_\_ (when) \_\_\_\_\_.

**Instructional Intervention**

	PERSON RESPONSIBLE	Strategy Being Taught/Reinforced
ELA		
Other Discipline		
Home Support		

**FOLLOW-UP Check Point**

Date	Task to Assess Progress	Results

**Response to Intervention**

- Met the SMART goal     
  Moved toward the SMART goal     
  Made no progress



**Next Steps**

- Set new SMART goal     
  Continue with the intervention(s)  
 (Note: Go to Follow-up in Next Intervention Phase to Monitor Progress.)  
 Begin new Phase. Select one.  
 \_\_\_ Refine SMART goal.  
 \_\_\_ Implement new strategy.  
 \_\_\_ Identify new progress monitoring task.
- Begin new Phase. Select one.  
 \_\_\_ Refine SMART goal.  
 \_\_\_ Implement new strategy.  
 \_\_\_ Identify new progress monitoring task.

**INTERVENTION PHASE 6**

**DATE:** \_\_\_\_\_

**BACKGROUND** Provide evidence/data that illustrates areas of concern in at least two of the following three areas:

- Evidence/Data
1. Standardized Assessment
  2. Progress Monitoring Tool
  3. Other

Data Point	Result/Score	Interpretation/Analysis

**ACTION** Related GLE/GSE \_\_\_\_\_

SMART Goal: *Student will* (what) \_\_\_\_\_ *by*(specifically) \_\_\_\_\_  
 (to what degree) \_\_\_\_\_ *by* (how) \_\_\_\_\_ (when) \_\_\_\_\_.

**Instructional Intervention**

	PERSON RESPONSIBLE	Strategy Being Taught/Reinforced
ELA		
Other Discipline		
Home Support		

**FOLLOW-UP Check Point**

Date	Task to Assess Progress	Results

**Response to Intervention**

- Met the SMART goal     
  Moved toward the SMART goal     
  Made no progress



**Next Steps**

- Set new SMART goal     
  Continue with the intervention(s)  
 (Note: Go to Follow-up in Next Intervention Phase to Monitor Progress.)  
 Begin new Phase. Select one.  
 \_\_\_ Refine SMART goal.  
 \_\_\_ Implement new strategy.  
 \_\_\_ Identify new progress monitoring task.
- Begin new Phase. Select one.  
 \_\_\_ Refine SMART goal.  
 \_\_\_ Implement new strategy.  
 \_\_\_ Identify new progress monitoring task.

**Personal Literacy Plan Insert**  
File this Document in Student's PLP Folder

Student Label:

Name	
DOB	Grade
ID Number	

Teacher \_\_\_\_\_

School \_\_\_\_\_

Year \_\_\_\_\_ of PLP implementation for this student

**Home-School Connection**

District Letter was sent home on \_\_\_\_\_ Parents responded Yes \_\_\_ No \_\_\_

Record of Communication with Parents:

DATE	TYPE OF COMMUNICATION	NOTES
	<input type="checkbox"/> Phone Call <input type="checkbox"/> Formal Conference <input type="checkbox"/> Note Home <input type="checkbox"/> Informal Conference	
	<input type="checkbox"/> Phone Call <input type="checkbox"/> Formal Conference <input type="checkbox"/> Note Home <input type="checkbox"/> Informal Conference	
	<input type="checkbox"/> Phone Call <input type="checkbox"/> Formal Conference <input type="checkbox"/> Note Home <input type="checkbox"/> Informal Conference	
	<input type="checkbox"/> Phone Call <input type="checkbox"/> Formal Conference <input type="checkbox"/> Note Home <input type="checkbox"/> Informal Conference	
	<input type="checkbox"/> Phone Call <input type="checkbox"/> Formal Conference <input type="checkbox"/> Note Home <input type="checkbox"/> Informal Conference	

**INTERVENTION PHASE #** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**BACKGROUND** Provide evidence/data that illustrates areas of concern in at least two of the following three areas:

Evidence/Data	Data Point	Result/Score	Interpretation/Analysis
1. Standardized Assessment			
2. Progress Monitoring Tool			
3. Other			

**ACTION** Related GLE/GSE \_\_\_\_\_

SMART Goal: *Student will* (what) \_\_\_\_\_ *by*(specifically) \_\_\_\_\_

(to what degree) \_\_\_\_\_ *by* (how) \_\_\_\_\_ (when) \_\_\_\_\_

<b>Instructional Intervention</b>		PERSON RESPONSIBLE	Strategy Being Taught/Reinforced
	ELA		
	Other Discipline		
	Home Support		

<b>FOLLOW-UP</b>	Date	Task to Assess Progress	Results
<i>Check Point</i>			

<b>Response to Intervention</b>	<input type="checkbox"/> Met the SMART goal	<input type="checkbox"/> Moved toward the SMART goal	<input type="checkbox"/> Made no progress
	↓	↓	↓
<b>Next Steps</b>	<input type="checkbox"/> Set new SMART goal	<input type="checkbox"/> Continue with the intervention(s) (Note: Go to Follow-up in Next Intervention Phase to Monitor Progress.) <input type="checkbox"/> Begin new Phase. Select one. ___ Refine SMART goal. ___ Implement new strategy. ___ Identify new progress monitoring task.	<input type="checkbox"/> Begin new Phase. Select one. ___ Refine SMART goal. ___ Implement new strategy. ___ Identify new progress monitoring task.

INTERVENTION PHASE # \_\_\_\_\_ DATE: \_\_\_\_\_

**BACKGROUND** Provide evidence/data that illustrates areas of concern in at least two of the following three areas:

- Evidence/Data
1. Standardized Assessment
  2. Progress Monitoring Tool
  3. Other

Data Point	Result/Score	Interpretation/Analysis

**ACTION** Related GLE/GSE \_\_\_\_\_

SMART Goal: *Student will* (what) \_\_\_\_\_ *by*(specifically) \_\_\_\_\_  
 (to what degree) \_\_\_\_\_ *by* (how) \_\_\_\_\_ (when) \_\_\_\_\_.

<i>Instructional Intervention</i>		PERSON RESPONSIBLE	Strategy Being Taught/Reinforced
	ELA		
	Other Discipline		
	Home Support		

**FOLLOW-UP**  
*Check Point*

Date	Task to Assess Progress	Results

Response to Intervention

Met the SMART goal

Moved toward the SMART goal

Made no progress



Next Steps

Set new SMART goal

Continue with the intervention(s)  
 (Note: Go to Follow-up in Next Intervention Phase to Monitor Progress.)

Begin new Phase. Select one.  
 \_\_\_Refine SMART goal.

Begin new Phase. Select one.  
 \_\_\_Refine SMART goal.  
 \_\_\_Implement new strategy.

Begin new Phase. Select one.  
 \_\_\_Identify new progress monitoring task.

\_\_\_Identify new progress monitoring task.

INTERVENTION PHASE # \_\_\_\_\_ DATE: \_\_\_\_\_

**BACKGROUND** Provide evidence/data that illustrates areas of concern in at least two of the following three areas:

- Evidence/Data
1. Standardized Assessment
  2. Progress Monitoring Tool
  3. Other

Data Point	Result/Score	Interpretation/Analysis

**ACTION** Related GLE/GSE \_\_\_\_\_

SMART Goal: *Student will* (what) \_\_\_\_\_ *by*(specifically) \_\_\_\_\_  
 (to what degree) \_\_\_\_\_ *by* (how) \_\_\_\_\_ (when) \_\_\_\_\_.

<i>Instructional Intervention</i>		PERSON RESPONSIBLE	Strategy Being Taught/Reinforced
	ELA		
	Other Discipline		
	Home Support		

**FOLLOW-UP**  
*Check Point*

Date	Task to Assess Progress	Results

Response to Intervention

Met the SMART goal

Moved toward the SMART goal

Made no progress



Next Steps

Set new SMART goal

Continue with the intervention(s)  
 (Note: Go to Follow-up in Next Intervention Phase to Monitor Progress.)

Begin new Phase. Select one.  
 \_\_\_Refine SMART goal.

Begin new Phase. Select one.  
 \_\_\_Refine SMART goal.  
 \_\_\_Implement new strategy.

Begin new Phase. Select one.  
 \_\_\_Identify new progress monitoring task.

\_\_\_Identify new progress monitoring task.

# Appendix C

## 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:** Fluency is the ability to read text accurately, quickly and with proper expression. Fluency provides a bridge between word recognition and comprehension.

**GRADE LEVEL/SPAN EXPECTATIONS (GLEs/GSEs):** Rhode Island state standards for what students should know, understand, and be able to do.

**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.

**“READING AT GRADE LEVEL”:** instructional reading level is the same as student’s grade in school.

**SECONDARY:** middle and high school grade levels.

**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.

**wcpm:** words correct per minute

### Acronyms

**ELL**=English Language Learner **LEA**= Local Education Agency **IEP**=Individual Education Plan  
**GLE**=Grade Level Expectations **GSE**=Grade Span Expectations

DAVID N. CICILLINE  
Mayor

THOMAS M. BRADY  
Superintendent



Providence Public School District  
Office of the Superintendent  
797 Westminster Street  
Providence, RI 02903-4045  
tel. 401.456.9211  
fax 401.456.9252

OFFICE OF SUPERINTENDENT

Dear Parents/Guardians of \_\_\_\_\_:

I am writing to inform you that your child is currently reading below grade level. As a result, his/her teacher will be developing a Personal Literacy Plan to help him/her reach an appropriate reading level.

The Personal Literacy Plan will begin with an assessment of your child's reading skills. His/her teacher will then develop instructional strategies that will include:

- ◆ Selecting appropriate books for your child to read
- ◆ Helping to increase your child's reading time
- ◆ Helping your child to better understand stories that he/she is reading.
- ◆ Strengthening your child's ability to clearly and confidently read

We know that your child's success in school is important to you, and we welcome your partnership in helping to strengthen his/her reading skills. As part of your child's Personal Literacy Plan we hope to work with you to select activities that you can do with your child at home to help him/her become a stronger reader.

Together, we can ensure that your child reaches his/her full academic potential. Should you have any questions, please contact the principal of your child's school.

**To ensure that you have read and understand that your child will be receiving a Personal Literacy Plan. Please sign this letter below and return it to your child's teacher.**

Sincerely,

A handwritten signature in cursive script that reads "Thomas M. Brady".

Superintendent

**Acknowledgement of Parent/Guardian:**

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

DAVID N. CICILLINE  
Mayor

THOMAS M. BRADY  
Superintendent



Providence Public School District  
Office of the Superintendent  
797 Westminster Street  
Providence, RI 02903-4045  
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OFICINA DEL SUPERINTENDENTE

Estimados padres/custodios de \_\_\_\_\_:

Les escribo para informarles que su niño(a) está leyendo por de bajo del nivel del grado, actualmente. Como resultado, su maestro(a) estará desarrollando un Plan Personal de Lectura y Escritura, para ayudarlo(a) a alcanzar un nivel apropiado de lectura. El Plan Personal de Lectura y Escritura empezará con una evaluación de las habilidades en lectura del niño. Después el maestro desarrollará estrategias instructivas que incluirán:

- ◆ Seleccionar libros apropiados para la lectura del niño.
- ◆ Ayudar a aumentar el tiempo de lectura del niño.
- ◆ Ayudar a una mejor comprensión de las historias que el niño está leyendo.
- ◆ Fortalecer la habilidad del niño de leer con seguridad y claramente.

Sabemos que el éxito de su niño en la escuela es lo más importante para ustedes y les damos la bienvenida a su cooperación, ayudándonos a fortalecer sus habilidades de lectura. Como parte del Plan Personal de Lectura y Escritura esperamos trabajar con ustedes para seleccionar actividades que podrán hacer con su niño en casa, para ayudarlo a convertirse en un buen lector.

Juntos, nosotros podemos asegurar que su niño alcance su potencial académico completo. Si tiene alguna pregunta, favor de contactar al director(a) de la escuela de su niño.

**Para asegurar que ha leído y comprendido que su niño recibirá un Plan Personal de Lectura y Escritura. Favor de firmar esta carta y devolverla al maestro de su niño.**

Sinceramente,

Handwritten signature of Thomas M. Brady in cursive.

Superintendente

**Reconocimiento del padre/custodio:**

\_\_\_\_\_  
Firma del padre/custodio

\_\_\_\_\_  
Fecha

DAVID N. CICILLINE  
Mayor

THOMAS M. BRADY  
Superintendent



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## OFFICE OF SUPERINTENDENT

Date: \_\_\_\_\_

Dear Parents/Guardians of \_\_\_\_\_:

Congratulations! I am writing to inform you that your child is now *reading at his/her grade level*. Because of your child's hard work, the efforts of the classroom teacher, and your support, your child will no longer require a Personal Literacy Plan.

Please schedule a meeting with the contact person listed below to discuss your child's success and to have you acknowledge your child's accomplishment by signing the release section of the Personal Literacy Plan.

Thank you for supporting your child to strengthen his/her reading skills and helping to ensure his/her academic success.

Sincerely,

A handwritten signature in black ink that reads "Thomas M. Brady".

Thomas M. Brady  
Superintendent

Contact Person: \_\_\_\_\_

School/Phone: \_\_\_\_\_

DAVID N. CICILLINE  
Mayor

THOMAS M. BRADY  
Superintendent



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tel. 401.456.9211  
fax 401.456.9252

## OFICINA DEL SUPERINTENDENTE

Fecha: \_\_\_\_\_

Estimados padres/custodios de \_\_\_\_\_:

¡Felicitaciones! Les escribo para informarles que su niño(a) *ya está leyendo a su nivel de grado*. Por el arduo trabajo de su niño, los esfuerzos del maestro(a) y su apoyo, ya no necesitará un Plan Personal de Lectura y Escritura.

Favor de programar una cita con la persona de contacto nombrada al final de esta carta, para discutir el éxito del niño y firmar para dejar el Plan Personal de Lectura y Escritura, reconociendo los logros de su niño.

Les agradecemos por apoyar a su niño a fortalecer las habilidades de lectura y ayudar a asegurar su éxito académico.

Sinceramente,

A handwritten signature in cursive script that reads "Thomas M. Brady".

Thomas M. Brady  
Superintendente

Persona de contacto: \_\_\_\_\_

Escuela/Teléfono: \_\_\_\_\_



**School Report**  
**Personal Literacy Plan Record**  
 Year: \_\_\_\_\_

District: \_\_\_\_\_ Superintendent: \_\_\_\_\_  
 District Contact: \_\_\_\_\_ Telephone: \_\_\_\_\_

Grade	# Students Reading At or Above Grade Level	# Students Reading Below Grade Level	# Students with PLPs	Special Populations with PLPs		Total # Students Enrolled at Grade Level	# Students Discontinued from PLP process by the End of the Previous Year
				# of Students	# of Students		
				IEP	ELL		
<b>K</b>						0	
<b>1</b>						0	
<b>2</b>						0	
<b>3</b>						0	
<b>4</b>						0	
<b>5</b>						0	
<b>6</b>						0	
<b>7</b>						0	
<b>8</b>						0	
<b>9</b>						0	
<b>10</b>						0	
<b>11</b>						0	
<b>12</b>						0	

Report must be submitted to Level Directors by November 19 for completion of Commissioner's Report that is due at RIDE on December 1.