

Frequently Asked Questions (PLPs) Revised January 2011

Which students need Personal Literacy Plans?

Recent changes in the guidance provided by the Rhode Island Department of Education require the development of a PLP for **ANY** student reading below grade level at all. *This includes students with IEPs.*

By the end of the trimester, students **MUST** achieve the benchmark indicated on the revised (1/2011) Trimester Expectation Chart for Independent Reading Levels in order to be considered proficient.

If students **MEET** these levels, they **DO NOT** need a PLP, unless they have scored below a 3 on NECAP Reading.

If students are **BELOW** these levels, they need a PLP.

The levels listed on the PLP protocol are **INDEPENDENT** levels (e.g. Grade 2 is supposed to read Level M independently by the end of the year. Level M is DRA 28).

Why write Personal Literacy Plans?

These plans are required by the RI Department of Education.

Beyond this:

PLPs should be viewed as valuable tools for planning for student achievement that allow us to focus on specific needs as identified through assessments.

The top part of the front page of the PLP is listed below:

words #.....letters___/26....sounds___/26

Vowels have multiple sounds and so do some consonants. Which 26 letter sounds are children supposed to have?

Students should be able to supply at least one correct sound for each letter.

What is the role of the reading specialist in developing PLPs at the elementary level and at the secondary level?

At the elementary school level, the classroom teacher initiates the PLP. Each service provider will then complete their own Action Plan for the PLPs.

At the secondary school level, the reading specialist and teachers providing ramp-up instruction initiate the PLPs.

Frequently Asked Questions (PLPs)

When should PLPs written?

PLPs must be written at the beginning of the year (based upon the previous year's PLP if one exists), at the end of the first trimester, at the end of the second trimester, and at the end of the year (as information for the receiving teacher). At the secondary level, PLPs must be revised each quarter.

What is the current classroom teacher's responsibility in the June PLP process?

The current classroom teacher must record the June's DRA score in the *Data Analysis* section and describe the results of the intervention in the *Progress Monitoring and Intervention Results* section.

If the student has not needed a PLP in the past, the current teacher completes the first page of a new PLP form for this student and checks off *New PLP*. The receiving classroom teacher, together with any other service providers, will complete the back page (Action Plan) for this student.

If a student continues to require a PLP, the current teacher updates the latest DRA information on the existing PLP.

If a student no longer requires a PLP, the current teacher updates the latest DRA information and checks the appropriate line at the bottom of the PLP.

All PLPs, including those of exiting students, must be placed in the students' permanent record folders in June. A note indicating the presence of an electronic PLP in EdPlan (PCG) is sufficient for students with electronic plans.

Records for students in Tier 3 of RtI should be placed in a red folder.

PLPs should not be purged from any student's permanent record. It is important to have a record of instructional strategies and interventions that have been utilized with each individual student over time.

Current PLPs, or a note indicating a PLP in EDPlan, should be stored in the classroom and easily accessible for review at any time.