

PLP Guidance Document

1. Reviewing PLPs

In the fall, all teachers should review their current students' previous PLP. Based on review of the previous PLP, determine if the PLP was discontinued at the end of last year or continued.

- a. If the PLP was discontinued, review the student's current data and determine if they demonstrate a need for a new PLP (based on criteria and consultation with building principal, school psychologist and data coach)
- b. If the PLP was not discontinued, review the student's current data and determine if they continue to (or do not continue to) demonstrate a need for a PLP (based on criteria and consultation with building principal, school psychologist and data coach)

If a PLP is created during the school year, it should be reviewed at the end of the school year to determine the level of progress.

- c. If the student has made sufficient progress, the PLP can be discontinued.
- d. If the student has not made sufficient progress by the end of the year the PLP is continued for the next year

2. When a PLP should be written

A PLP should be written for any student who meets the cut-off criteria for a Tier 2 intervention based on assessment data that is applicable to the student's grade level. Professional judgement based on classroom formative and summative assessments will assist in determining identification of at-risk students. Students will be identified by a subset of the MTSS building team, including the principal, school psychologist and data coach. Members will consult with the classroom teacher, as in some rare cases, students who do poorly on the assessments but are performing on grade level in the classroom may not necessarily be identified as a student at-risk. PLP's will be written by the classroom teacher and/or classroom and title teachers together.

If more than 15% of students in a particular grade level are identified as meeting criteria for a PLP, only the lowest 15% of students in that grade level will be required to have a PLP.

At this time, a PLP will not be required at the Middle School and High School Level.

3. Cut-off Criteria

Kindergarten – 2nd Grades:

Data Reviewed	Cut-Off
AIMSweb Universal Screening	10-24 th percentile Below 10 th percentile
PALS	Below Phonological Awareness Literacy cut-off

*Review of academic history and formative/summative classroom assessments

3rd Grades:

Data Reviewed	Cut-Off
AIMSweb Universal Screening	10-24 th percentile Below 10 th percentile
PALS	Below Phonological Awareness Literacy cut-off
Lexile	Basic Below Basic/Beginning Reader

4th -6th Grades:

Data Reviewed	Cut-Off
AIMSweb Universal Screening	10-24 th percentile Below 10 th percentile
State Assessments	Basic Below Basic
Lexile	Basic Below Basic/Beginning Reader

7th – 9th Grades:

Data Reviewed	Cut-Off
AIMSweb Universal Screening	10-24 th percentile Below 10 th percentile
State Assessments	Basic Below Basic

*Review of previous academic performance

10th – 12th Grades:

Data Reviewed	Cut-Off
State Assessments (ACT Aspire/ACT)	Basic Below Basic Needs support Close

*Review of previous academic performance

**If needed, other assessment data may be used in the determination of the need for a PLP.*