Progress Monitoring Plan Information and Procedures

2010-2011

August 2010 - Part 2

Agenda

- This is the second installment of a three part podcast that will be available during the denoted timeframes.
- Phase 1: End of Year Data Collection (Spring)
- Phase II: Fall Procedures (Fall)
- Phase III: Kindergarten Determinations (Fall-Quarter 2)

Best Practices website

- Pasco Curriculum and Instruction Best Practices Moodle site.
  - Updated PMP Materials
  - Matrices for Reading, Writing, Mathematics and Science for End of Year Targets and Decisions
  - I movies
    - PMP Fall Overview "The Purpose of PMP'
    - Conferences for PMP

Applicable Law

Florida Statute 1008.25(4)

"Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science and mathematics for each grade level, or who scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need and strategies for appropriate intervention and instruction…"

Progress Monitoring Plan

"The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan."

Timeline

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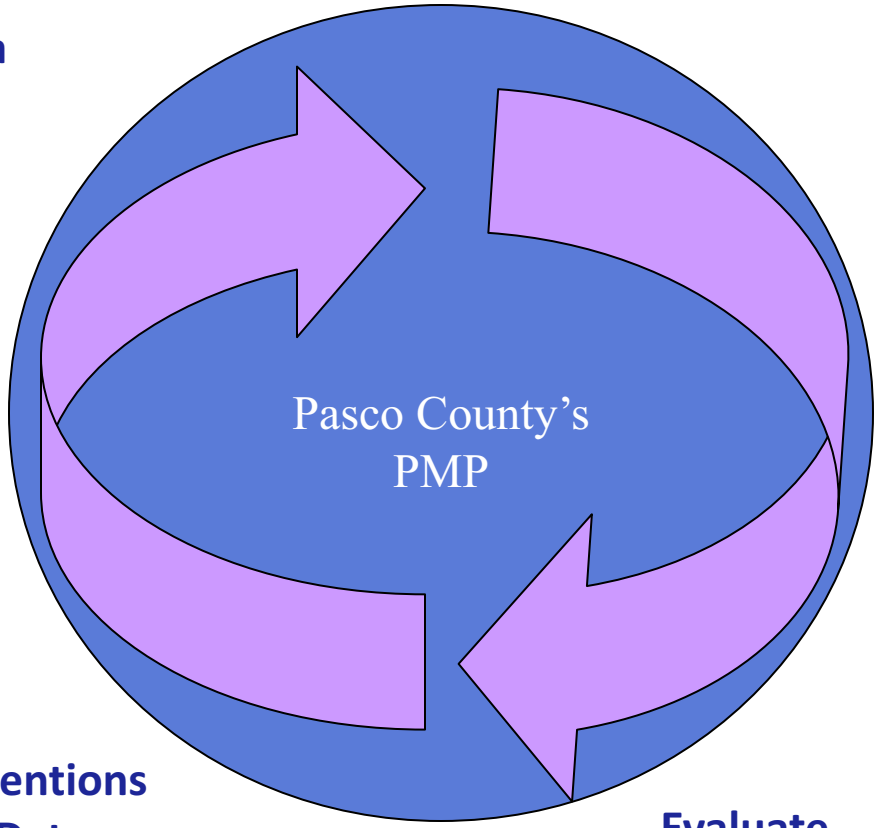
- Fall
  - Teachers administer diagnostics, develop strategic processes and interventions
  - Consult with parents prior to the end of Quarter 1 (October 15) for students in first grade or higher

Timeline

- Fall – End of the Year
  - Implement Interventions
  - Progress Monitor
  - Evaluate Effectiveness
  - Adjust
  - Communicate with parents



End of Year Determinations

Spring

Review Data/Administer Diagnostics

Fall

Consult with Parents

Fall

Plan and Implement Interventions

Ongoing

Evaluate Interventions

Ongoing

Consult with Parents

Ongoing

Adjust Interventions based on Data

Ongoing

Consult with Parents

Ongoing

Evaluate Interventions

Ongoing

Adjust Interventions based on Data

Ongoing

Review and Analyze Data

- Review your student lists for appropriate indication of yes/no determinations
  - If changes are needed base on current assessments (excluding FCAT determinations), complete a "Change of Status" form for the student in order to update the parents, TERMS and report cards.
  - If the student is new to Pasco and does not have an indication of Yes/No in each area, then complete a "New to Pasco" form for the student in order to inform the parents and TERMS.

Beginning of Year Diagnostics

Data collection of:

- District Assessments,
- Classroom Performance and
- FCAT Data

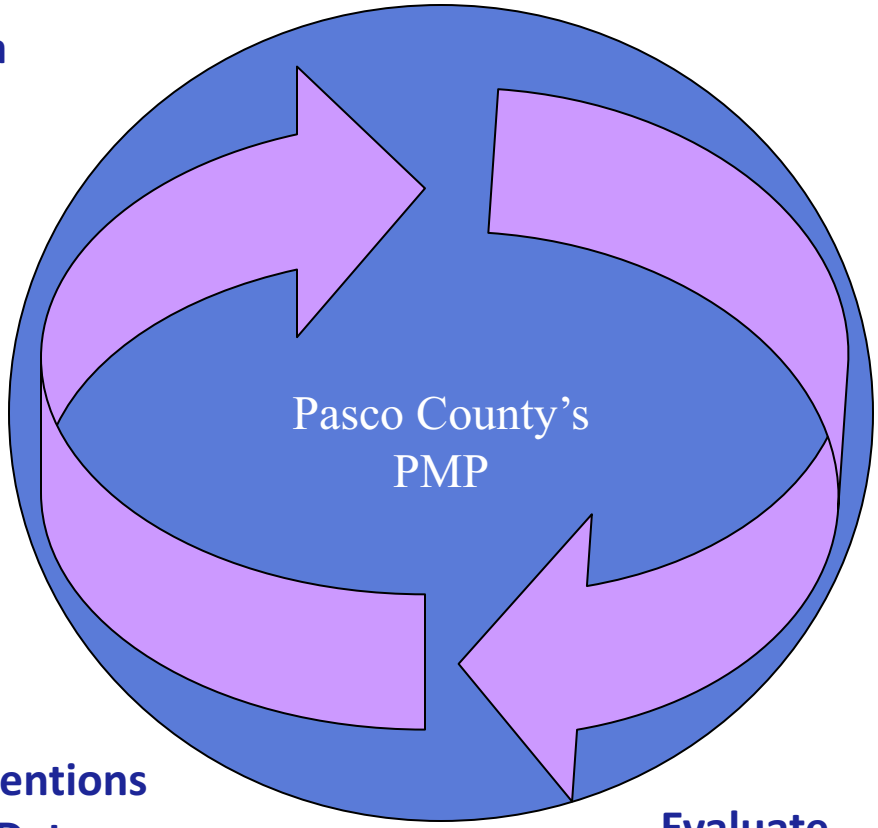
For the purpose of **characterizing** the **academic deficiency** and **assessing needs** in order to determine *intensive instructional strategies, groupings, ongoing evaluation* and reporting of progress toward standards.

Questions to Consider

- What are the characteristics of the deficiency for each academic area not meeting standards?
- Based on the information of my learners, what strategies, materials, groupings and amount of time may accelerate the learning?

Questions to Consider

- Are my expectations for students' performance appropriate given the standards I want them to achieve?
- What type of learners may be successful using which type of learning practice?



End of Year Determinations

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Ongoing

Adjust Interventions based on Data

Ongoing

Consult with Parents

Ongoing

Evaluate Interventions

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Adjust Interventions based on Data

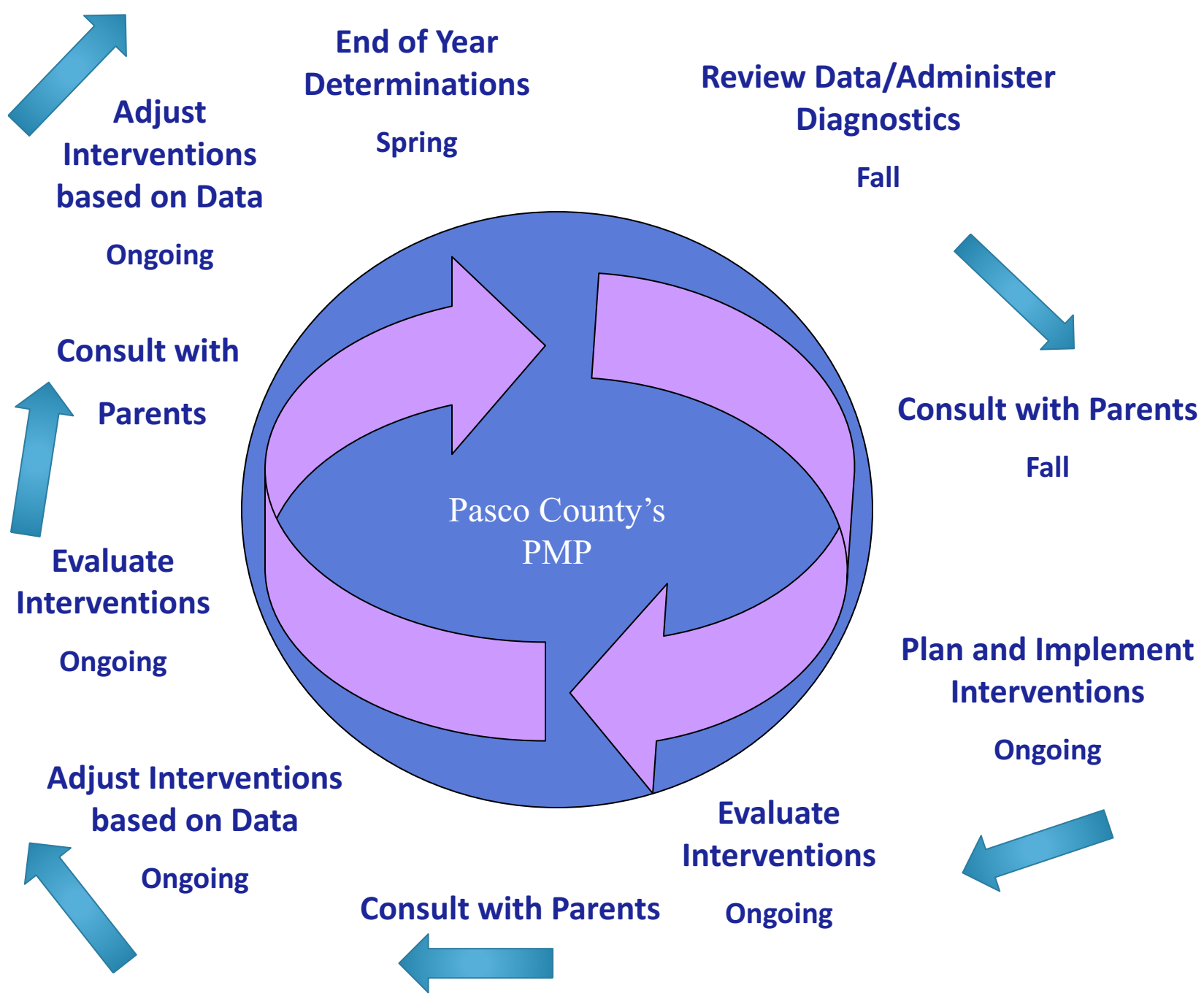
Ongoing

Consulting with Parents

- Share information to parents
  - end of year determinations,
  - current diagnostic assessments,
  - descriptions of academic deficiency,
  - initial plan for intensive instructional strategies,
  - the process of ongoing data collection and
  - adjustments of intensive instructional strategies, and ongoing progress toward standards
- Ask for parental input regarding Progress Monitoring Plan

Questions to Consider when Planning the Conference

- How do I communicate the gaps for students not meeting standards?
- How do I communicate the plan for implementing intensive instructional strategies?
- In what ways do I ask for parent input?
- In what ways do I encourage reinforcement of instructional strategies at home?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Pasco County's PMP

Ongoing Implementation & Evaluation

- Implementing strategies for the purpose of scaffolding and accelerating students toward standards
- Collecting summative and formative data for the purpose of making instructional decisions and reporting progress toward standards
- Develop and maintain a Progress Monitoring Portfolio for the purpose of telling the story of the deficiency and ongoing interventions
- Adjust intensive instructional strategies based on current data

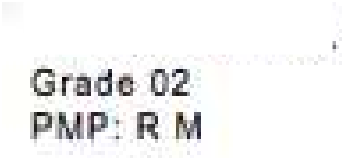
Continual Reflection of the Process

- What is the standard targeted in the implementation of strategic methods?
- What would success look like? How will students demonstrate competency?
- What are the various ways to demonstrate the levels of know, understand and do?
- What formal and informal assessment tools will I utilized?

Continual Reflection of the Process

- Based on the standards what skills and knowledge does the student already have?
- What are the students interested in studying?
- What are students' strengths, needs or learning styles?

E-Sembler



- Preferences
  - Mark PMP

- tbd = To Be Determined
  - Within 4 to 6 weeks determinations need to be made for the areas of marked in Red

Change of Status

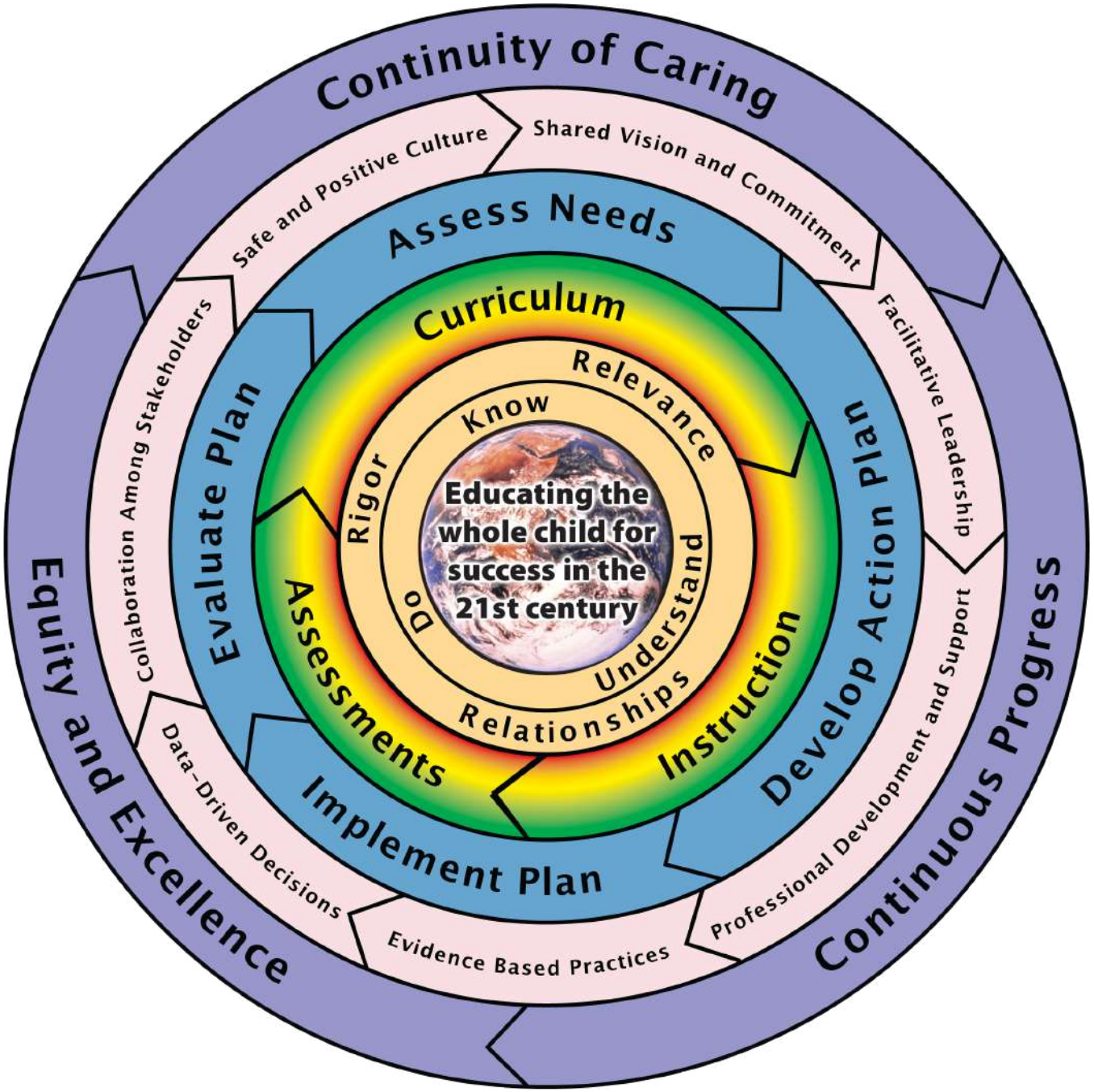
- MIS #437
- Updating parents of any changes in student status since they were notified last spring via report cards.

New to Pasco

- For any new student, first grade or higher, needs a determination of meeting standards in the areas of reading, writing, mathematics and science within 4 to 6 weeks of enrollment
- New to Pasco… #438

SUMMARY: Quarter 1

- Review end-of-year determinations and diagnostics
  - Complete "Change of Status" or "New to Pasco" as appropriate
- Collect and Analyze diagnostic data
- Decide the initial steps for implementing strategies
- Consult with parents
- Continually collect and analyze data in order to adjust instructional decisions


Continuity of Caring
Safe and Positive Culture
Shared Vision and Commitment
Facilitative Leadership
Professional Development and Support
Evidence Based Practices
Data-Driven Decisions
Collaboration Among Stakeholders
Equity and Excellence
Continuous Progress
Assess Needs
Develop Action Plan
Implement Plan
Evaluate Plan
Curriculum
Instruction
Assessments
Relevance
Know
Understand
Relationships
Rigor
Do
Educating the whole child for success in the 21st century

Any questions?

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