

PROGRESS MONITORING PLANS (PMP) PROCEDURES

According to the A++ bill, provisions have been set forth for the development of Progress Monitoring Plans (PMP) for students that fail to meet state and district performance levels, including scoring below Level 3 in FCAT Reading or Mathematics. In order to meet this requirement, the following Progress Monitoring Process has been designed for implementation in all schools.

1. At the beginning of the school year, teachers must identify all students who are not meeting district or state performance standards in reading and/or mathematics as determined by the following criteria:
 - students in grades K-2 scoring at DIBELS High Risk Level (reading only);
 - students in grade 3 scoring in the lowest quartile on the second grade SAT in reading and/or mathematics;
 - retained third graders and students in grades 4-10 scoring at Level 1 or 2 on the FCAT in reading and/or mathematics;
 - students in grades 11 and 12 who have not passed the FCAT; and
 - any other at-risk student based on teacher judgment.

Students with disabilities may be identified as not meeting district or state performance standards in reading and/or mathematics through the above criteria as well. Reading and/or mathematics performance levels and needs must be documented on the Individual Educational Plan (IEP).

2. During the first quarter, teachers must plan and implement appropriate academic intervention(s) for the identified students. For students with disabilities, the required interventions in reading and mathematics must be documented on the IEP.
3. During the first quarter, teachers must conduct a mid-quarter evaluation to determine the students' progress level using the following instruments as appropriate:
 - a) DIBELS for all students in grades kindergarten through grade three and FCAT levels 1 and 2 in grades four and five (required),
 - b) Maze for FCAT levels 1 and 2 students in grades six through twelve (required),
 - c) FCAT Writing pre-test,
 - d) teacher-developed or publisher-developed assessments, and
 - e) student work and grades should also be considered.
4. Based on the results of these instruments used for the evaluation, the following actions must take place: (a) if the student shows progress, the teacher will continue with the intervention(s); or, (b) if there is no progress, the teacher will notify the parent or guardian using a district-developed letter that will accompany the Interim Progress Report.

5. At the end of the first quarter, teachers will administer the district-wide interim assessment in reading and mathematics to students in grades 3-10. Teacher-developed or publisher-developed assessments will be administered to students in grades K-2 and to students in grades 11 and 12 who have not passed the FCAT. Results from these assessments will be used by teachers to modify instruction and/or intervention(s). For students with disabilities, all revisions to the required interventions need to be reflected on the IEP. An IEP meeting must be convened to allow for parent notification, consent and involvement.
6. During the second quarter, teachers will conduct a mid-quarter evaluation to determine the students' progress level. The instruments for this evaluation include all teacher-developed or publisher-developed assessments, student grades, and student work.
7. Based on the results of these assessments, the following actions will take place: (a) if the student shows progress, the teacher will continue with the intervention efforts; (b) if there is some progress, additional adjustments to the interventions will be made; (c) if there is no progress or reversal of progress, a parent conference must be collaboratively scheduled for the parent, teacher, guidance counselor and/or school administrator. For students with disabilities, an IEP meeting must be convened and changes to the IEP must be documented. In addition, if the student is making no progress in reading the Diagnostic Assessment of Reading (DAR) must be administered and instruction and/or intervention(s) modified based on results. The DAR should be considered for LEP students, ESOL Levels 1 and 2, only if no progress is seen after the third quarter.

LEP students should be provided an opportunity to acquire some basic English language proficiency before inclusion in the school-wide PMP. The following are guidelines to determine the timelines for including LEP students in the school-wide PMP process:

- All LEP students will participate in the assessments, interventions, and monitoring in the school-wide PMP process.
 - Parent conferences for LEP students in ESOL levels 1 and 2 should be initiated only if students do not make any progress after third administration of progress monitoring assessments.
 - Parent conferences for LEP students in ESOL levels 3 and 4 should follow the same guidelines for progress monitoring as general curriculum students.
8. During the third quarter, teachers will administer the second district-wide interim assessment in reading and mathematics to students in grades 3-10. Teacher-developed or publisher-developed assessments will be administered to students in grades K-2 and to students in grades 11 and 12 who have not passed the FCAT. In addition, teachers will administer DIBELS for all students in grades kindergarten through three, FCAT levels 1 and 2 in grades four and five, and Maze for FCAT levels 1 and 2 students in grades six through twelve. Teachers will use the results from these assessments to modify instruction and/or intervention(s). If the student is making no progress, the teacher must initiate the CST/SST process. For a LEP student the parent conference needs to be documented in the LEP plan. For students with disabilities, an IEP meeting must be convened and changes to the IEP must be documented.

9. During the fourth quarter, the teacher continues to monitor student progress and adjust instruction as needed. At the scheduled time, the teacher will administer the third district interim assessment to students in grades 3-10 and teacher-developed or publisher-developed assessments to students in grades K-2 and to students in grades 11 and 12 who have not passed the FCAT. At the end of the fourth quarter, the results of the interim assessment and other outcome assessments are analyzed. The teacher uses all available data to make recommendations for future instruction.
10. Records of all parental notification and parent conferences must be logged in the teachers' gradebooks.
11. Teachers will utilize the Instructional Planning System (IPS) to electronically indicate the students who are part of the school-wide Progress Monitoring Plan (PMP).