

Progress Monitoring Plan

Elementary Handbook 2011 - 2012

District School Board of Pasco County



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Applicable Law

Florida Statutes § 1008.25(4)
Assessment and Remediation

(a) Each student must participate in the statewide assessment tests required by s. 1008.22. 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 as described in paragraph (b).

(b) The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students; or
3. An individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s. 1011.62(8) shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

(c) Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduated from high school or is not subject to compulsory school attendance.

Guidelines for Progress Monitoring Plans 2011-2012

The Florida legislature eliminated Academic Improvement Plans in 2006. However, legislation continues to mandate monitoring students' progress and consulting with parents on remediation. That same legislation expressly intends to give schools and districts flexibility and to reduce paperwork. Consistent with the spirit of the law, the district has eliminated most of the forms associated with monitoring students' progress while continuing the monitoring. Schools will continue to invite parents to consult with them, but the procedural details of that consultation will be left to the schools to implement—giving schools maximum flexibility to address the needs of their particular constituents. Consider the areas of legislation in which the district has **no flexibility**.

The district has **no flexibility** on identification of students in grades 3 through 10 who need progress monitoring in reading and mathematics. All students who score **below** Level 3 on FCAT 2.0 **reading and mathematics** "...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..." That portion of the legislation casts a wide net which includes **all** Level 1 and Level 2 students, regardless of any other considerations or professional judgments to the contrary. Therefore, any student in grades 3 through 10 who scores in achievement Level 1 or Level 2 on FCAT 2.0 **reading or mathematics** must have a designation of "No" for meeting standards. The student that is not meeting standards must have an Progress Monitoring Plan (PMP) or some other required plan such as an Individual Education Plan (IEP). The PMP is in place until the child receives a Level 3 or higher on the FCAT in the areas of reading and/or mathematics.

Process for Implementation

State Expectations for Reading and Math

The legislature has made FCAT 2.0 scores the determinative factor in whether students are meeting standards in reading and mathematics. TERMS will automatically enter the No determination of a student needing a plan (PMP or IEP) in reading or mathematics in grades 3 through 5 based on FCAT 2.0 scores of Level 1 or Level 2.

District Expectations for Reading and Math

Teachers do have the opportunity to indicate if a student in grades 3 through 5 is not meeting standards based on classroom performance in conjunction with the district matrices for reading and math on the Curriculum and Instruction Best Practices site on the LEARN server:

<http://learn.pasco.k12.fl.us>. TERMS will only override an indication of “Yes” during the end of year process. For students in grades K through 2, teachers will use the matrices for reading and mathematics to determine whether students are meeting standards at the end of the year. For entering Kindergarten students, a determination for meeting standards in the area of reading only will occur by the end of the second quarter.

District Expectations for Writing

Teachers of writing in all grades will use the district matrices to inform their decisions of whether students are meeting district standards. For students in kindergarten through grade 5, an end of the year determination of meeting standards in writing will be based on the elementary reading and writing matrix located on the Curriculum and Instruction Best Practices site on the LEARN server:
<http://learn.pasco.k12.fl.us>.

District Expectations for Science

Similarly, teachers will use the district matrices to inform their decisions of whether students are meeting district standards. At all levels, all yes/no decisions will be based on the district science matrix on the Curriculum and Instruction Best Practices site on the LEARN server:
<http://learn.pasco.k12.fl.us>. For grades 5, TERMS will override the teacher’s decision if the FCAT 2.0 score is a Level 1.

New Student Procedures

Students who have been in our district for fewer than 20 days are not subject to end-of-the-year determinations; rather, those students will take diagnostic assessments during the first quarter of the following school year to determine whether they need progress monitoring. Teachers should follow the district matrices to determine whether new students and students without FCAT scores are meeting district standards in reading and mathematics. Teachers should screen students who are new to the district within the first four to six weeks after the students enroll, using classroom observations and teacher-made assessments to determine whether the students need to have an individual Progress Monitoring Plan. Once status has been determined, they will need to complete the “New to Pasco” form for reporting the status of standards to parents and TERMS. Teachers can identify students that have not been determined in meeting standards through e-Sembler. The subject areas are highlighted in red in the PMP selection under preferences. (Contact Information Services for directions.)

Progress Monitoring Plans

Teachers should be prepared to explain an individual student's PMP, including the following aspects of the plan:

- **analysis of relevant student data to determine and characterized areas of academic deficiency,**
- **design of intensive instruction to address student needs,**
- **provide opportunity for additional/practice and feedback,**
- **teacher monitoring of student progress and analysis of the effectiveness of the intensive instructional strategies used thus far, and**
- **adjustment made to the plan based on student needs.**

The district has **no flexibility** in how long to provide remediation. "Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance." The implications of this legislation are significant. A student must be provided with interventions until he or she meets expectations or leaves school. When a student is not meeting standards, the determination of meeting expectations is based on FCAT results and/or end of year decisions.

Exceptional Student Education

Students pursuing regular standards need to have determinations of whether or not they are meeting standards in the areas of reading, mathematics, writing and science. Please refer to the state and district expectations for determining if a student with a disability is meeting standards. The student's individual educational plan (IEP) may serve as the PMP if it addresses the area of deficiency. In the event the IEP does not address the area the student is not meeting standards, then the IEP team needs to determine the next steps. Parents are always invited to be a part of the IEP team.

English Language Learner (ELL)

When addressing the needs of an English Language Learner (ELL) who is not meeting standards, teachers and administrators must confer with the school's ESOL resource teacher prior to parent consultation in order to assure that required documentation is completed. In preparing for the parent consultation on behalf of an English Language Learner, the following steps must be completed.

- The team is to provide to the ESOL resource teacher a list of the names of ELLs requiring parent consultation.
- The ESOL resource teacher will send a parent invitation letter. A copy will be filed in the student's ELL Student Plan folder.
- The team will confer with the ESOL resource teacher in order to schedule the consultation at a date and time when the ESOL resource teacher may attend.
- The ESOL resource teacher will arrange language interpreter services when feasible.
- The team will complete the Parent Consultation Form and a copy will be filed in the student's ELL Student Plan folder.
- The ESOL resource teacher will complete an ELL Committee Meeting minutes form. The original will be filed in the student's ELL Student Plan folder and a copy provided to the parent.

(Note: The parent must be invited but may elect not to attend.)

Please direct inquiries about English Language Learners to Ariana Leonard, Supervisor of ESOL & World Languages, in the Curriculum & Instructional Services Department.

Decision-Making Guidance
End-of-the-year Determinations of Whether Or Not
Students are Meeting Standards

<i>Grade</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>	<i>Science</i>
K	Matrix	Matrix	Matrix	Matrix
1	Matrix	Matrix	Matrix	Matrix
2	Matrix	Matrix	Matrix	Matrix
3	FCAT*	FCAT*	Matrix	Matrix
4	FCAT*	FCAT*	FCAT & Matrix	Matrix
5	FCAT*	FCAT*	Matrix	Matrix & FCAT*

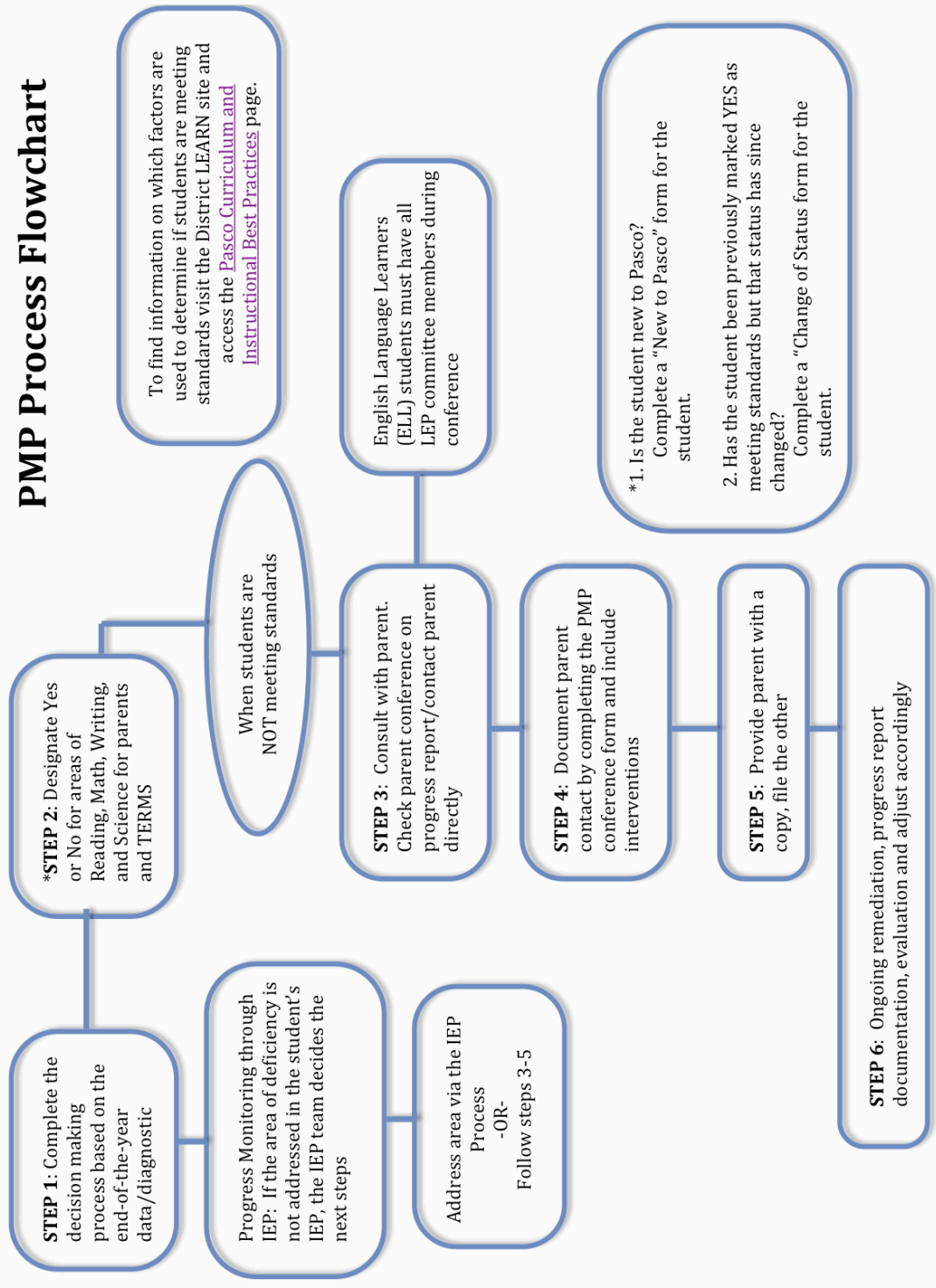
*Denotes TERMS will indicate a “NO” based on FCAT criteria and will remain for the entire year.

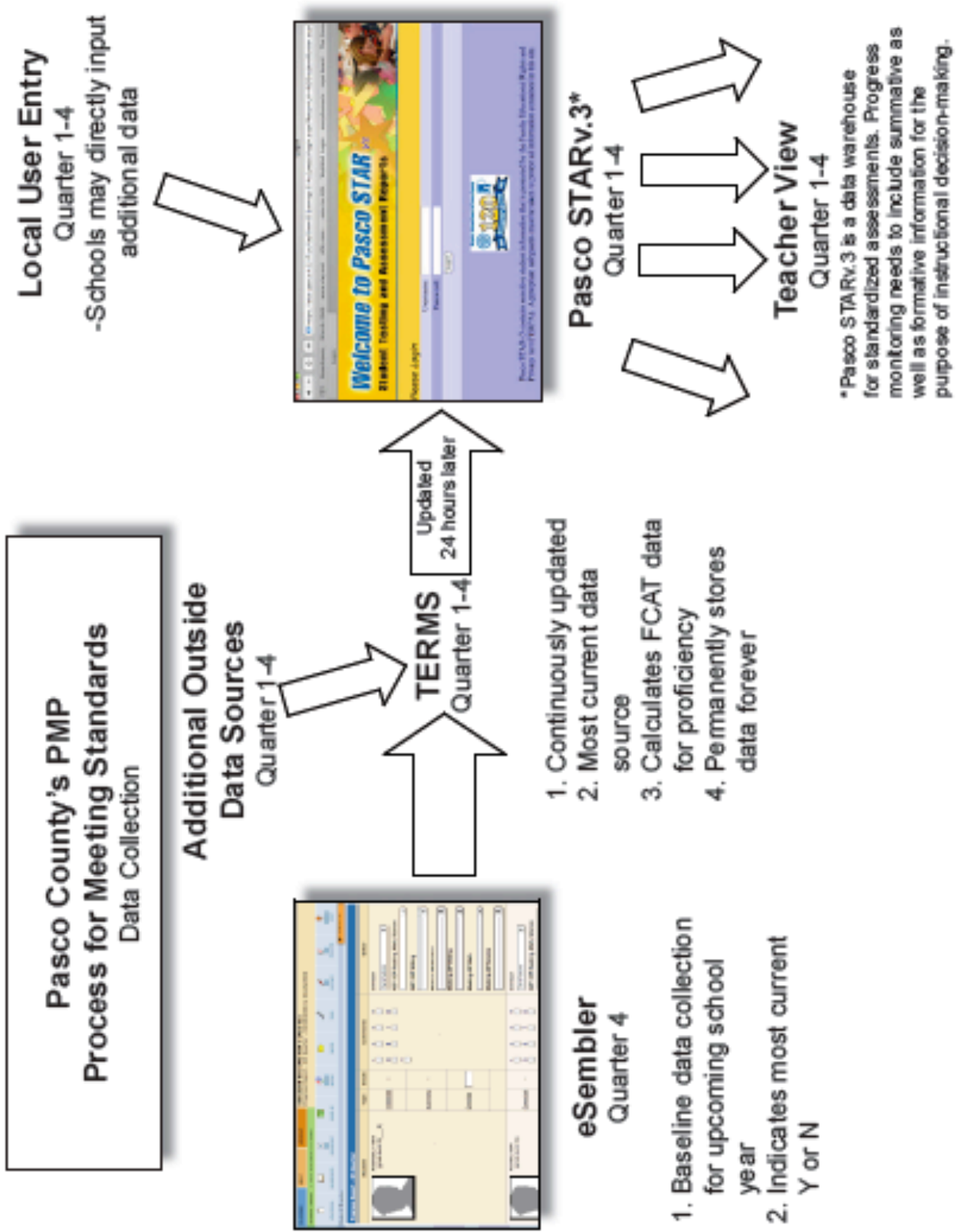
Matrix only determinations may be changed during the following first quarter if current assessments warrant strong indications of being on or beyond standards.

TIMELINE

Timeframe	Activity	Responsible Person(s)
April	Podcast distributed for implementation of PMPs	CIS, R&E, IS
Before 5/13/2011	Eliminate blanks for grade 1 – 5 students enrolled more than 20 days in all four areas. Eliminate blanks for K students enrolled more than 20 days in the area of reading.	Teachers, Administrators, Data Entry Operators
5/16/2011 – 5/23/2011	Entry of end-of-year determinations for students via e-Sembler.	Teachers, Administrators, IS
Pending FCAT distribution	Parents notified of end-of-year determinations via report cards or letters mailed home post report card distribution	Teachers, Administrators
Before 10/20/2011	Review current student status to verify that all students are accurately identified and receiving appropriate intervention	Teachers and Administrators
Before 10/20/2011	Notify parents of change of status, if necessary	Teachers, Administrators, Data Entry Operators
Before 10/20/2011	Conduct and review diagnostic assessments	Teachers
Before 10/20/2011	Consult with parents regarding student status, assessments, and interventions	Teachers
Before 12/22/2011	Consult with parents regarding first year kindergarten student status, assessments, and interventions	Teachers
Ongoing	Training on Pasco Star	R&E
Ongoing	Data entered into Pasco Star	Teachers
Ongoing	Instruction, assessment, intervention	Teachers
Ongoing	Monitor student designations and make determinations for new students	Administrators, Teachers, Data Entry Operators
Quarters 1, 2, 3	Report cards report status towards meeting standards for elementary	Teachers
Quarters 2, 3, 4	Progress report cards report status towards meeting standards for secondary	Teachers

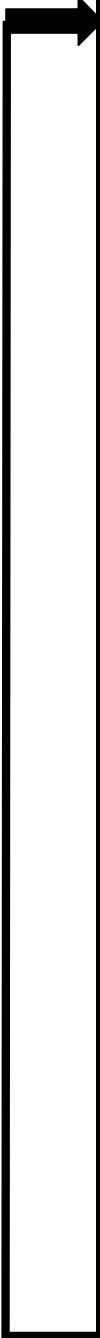
PMP Process Flowchart





The Ongoing Decision-Making Process for Teachers

The Yearly Process	Questions to Consider
<p><u>Making End of Year Determinations</u> Data Collection of :</p> <ul style="list-style-type: none"> • District Assessments, • Classroom Performance and • FCAT Data 	<ul style="list-style-type: none"> • What should my students know, be able to do and understand in relation to the standards and benchmarks? • What are end of year expectations in relation to the standards?
<p><u>Reporting to Parents the Status of Meeting Standards</u></p> <ul style="list-style-type: none"> • Indications of “yes” or “no” are reported on the final report card for the areas of Reading, Mathematics, Writing and Science as determined by District Matrices and/or FCAT • A letter accompanies the final report card to clarify for parents the status of meeting or not meeting standards for the areas of Reading, Mathematics, Writing and Science. 	<ul style="list-style-type: none"> • How do I communicate the gap for students not meeting standards?
<p><u>Beginning of Year Diagnostics</u> Data Collection of:</p> <ul style="list-style-type: none"> • District Assessments, • Classroom Performance and • FCAT Data <p>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</p>	<ul style="list-style-type: none"> • 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? • 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?
<p><u>Consulting with Parents</u></p> <ul style="list-style-type: none"> • Sharing information to parents regarding 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 • Asking for parental input regarding Progress Monitoring Plan 	<ul style="list-style-type: none"> • How do I communicate the gap 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?
<p><u>Ongoing Implementation & Evaluation</u></p> <ul style="list-style-type: none"> • 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 • Adjust intensive instructional strategies based on current data 	<ul style="list-style-type: none"> • 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, do and understand? • What assessments tools will be needed? • Based on the standards what skills and knowledge does the student already have? • What are the students interested in studying? • What are students’ strengths or needs or learning styles?










Decision Making Matrices for Determining if Students are Meeting Standards

Teachers will collect various sources of data to be analyzed for the purpose of making a decision. The matrices for reading, writing, mathematics and science are located on the Pasco Curriculum and Instructional Best Practices site on the LEARN site.

<http://learn.pasco.k12.fl.us/>

3 **PROGRESS MONITORING PLANS**

****The Matrices are current for the Spring 2011 - End of Year Decisions!**

-  PMP Elementary Handbook 2010-2011
-  PMP Forms
-  Secondary PMP Handbook 2010-11
-  PMP Secondary Powerpoint 2010-11
-  Mathematics Matrices for Grades K-5
-  Mathematics Matrix for Grades 6-12
-  Reading Matrices
-  Science Matrices
-  Writing Matrices
-  Phase 2: Fall Procedures
-  PowerPoint - Phase 2 - Fall
-  Click here to watch a Parent-Teacher Conference (primary)
-  Click here to watch a Parent-Teacher Conference (intermediate)
-  Primary Mathematics Benchmark Indicator Podcast


e-Sempler End-of-Year Determinations


The data collection for the end of year determination will be May 16 through May 23. The collection period will close at 4:00 P.M. on Monday, May 23. The matrices and Benchmark Indicator documents for the decision making process of determining whether or not students are meeting standards are found on the Pasco Curriculum and Instructional Best Practices site on the LEARN site.


Shown below are the screen shots from e-Sempler for each subject area. This illustrates the data collection and the determination fields.


For Mathematics K-2





5012020Z 444 MATH GRADE K (mod 08) - PMP Collection [3/22 to 5/20]


grade assignments


submit grades


tools


reports










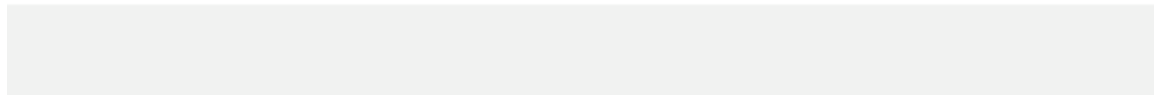
ie	Grade	Meeting Standards in Mathematics	When student is not meeting standards in math, enter number of indicators met (/33) using dropdown
uted	-	Meeting Standards in Mathematics <input type="text" value="Not entering a response"/>	Place benchmark indicator document in Progress Monitoring Portfolio <input type="text" value="Not entering a response"/>
tting	-	Meeting Standards in Mathematics <input type="text" value="Not entering a response"/>	Place benchmark indicator document in Progress Monitoring Portfolio <input type="text" value="Not entering a response"/>
uted	-	Meeting Standards in Mathematics <input type="text" value="Not entering a response"/>	Place benchmark indicator document in Progress Monitoring Portfolio <input type="text" value="Not entering a response"/>
tting	-	Meeting Standards in Mathematics <input type="text" value="Not entering a response"/>	Place benchmark indicator document in Progress Monitoring Portfolio <input type="text" value="Not entering a response"/>
uted	-	Meeting Standards in Mathematics <input type="text" value="Not entering a response"/>	Place benchmark indicator document in Progress Monitoring Portfolio <input type="text" value="Not entering a response"/>
tting	-	Meeting Standards in Mathematics <input type="text" value="Not entering a response"/>	Place benchmark indicator document in Progress Monitoring Portfolio <input type="text" value="Not entering a response"/>

Teachers will enter Yes or No for each student in the area of mathematics. This is for the purpose of reporting standards on the final report card. For the student not meeting standards, teachers will enter the number from the drop down window for the number of indicators met out of 33 for kindergarten, out of 39 for grade 1, and out of 39 for grade 2. The numerical value will be transferred into the new version of Pasco Star. They are requested to include the document of the benchmark indicator in the Progress Monitoring Performance Portfolio.

For Mathematics 3-5

5012070Z 545 MATH GRADE FIVE (mod 08) - PMP Collection [3/22 to 5/20]

 grade assignments
  submit grades
  tools
  reports

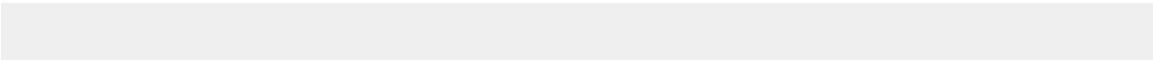
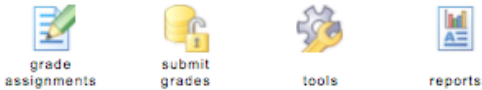


Type	Grade	Meeting Standards in Mathematics
mputed	-	Meeting Standards in Mathematics
bmitting	-	Not entering a response
mputed	-	Meeting Standards in Mathematics
bmitting	-	Not entering a response
mputed	-	Meeting Standards in Mathematics
bmitting	-	Not entering a response

Teachers will enter Yes or No for each student in the area of Mathematics grade 3 – 5. This is for the purpose of reporting standards on the final report card.

For Integrated Language Arts K-5

50100604 545 INTEG LANG ARTS E (mod 02) - PMP Collection [3/22 to 5/20]

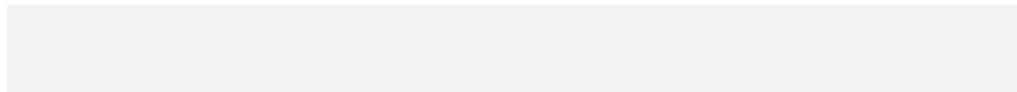
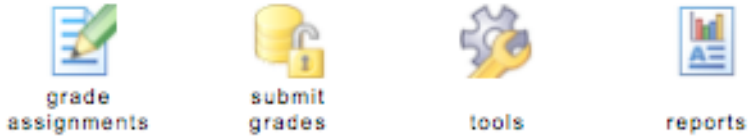


	Grade	Meeting Standards in Reading and Language Arts	MMH Running Record/ MMH Writing Rubric	OPTIONAL DIAGNOSTIC INFO - Six Traits of Effective Writers(Prim. - 1st question, Inter. - next 6)
ed	-	Meeting Standards in Reading Not entering a response	Running Record (Instructional Level) Not entering a response	Primary (K - 2) Not entering a response
ing	-	Meeting Standards in Language Arts Not entering a response	Genre Not entering a response	Intermediate (3 - 5) - Ideas Not entering a response
			Retelling Not entering a response	Intermediate (3 - 5) - Organization Not entering a response
			Accuracy rate Not entering a response	Intermediate (3 - 5) - Voice Not entering a response
			MMH Writing Rubric Not entering a response	Intermediate (3 - 5) - Word Choice Not entering a response
				Intermediate (3 - 5) - Fluency Not entering a response
				Intermediate (3 - 5) - Conventions Not entering a response

Teachers will enter Yes or No for each student in the area of reading and language arts. This is for the purpose of reporting standards on the final report card. Teachers can include the data that is not already captured electronically. This will include Running Record Instructional Level, Genre, Retelling, and Accuracy Rate for reading. In the area of writing, they can include the MMH Writing Rubric, and Six Traits information as optional diagnostic information. This information will be transferred into the new version of Pasco Star.

For Science K-5

5020050Z 545 SCIENCE GRADE FOUR (mod 10) - PMP Collection [3/22 to 5/20]



pe	Grade	Meeting Standards in Science
uted	-	Meeting Standards in Science
itting	-	Not entering a response
uted	-	Meeting Standards in Science
itting	-	Not entering a response

Teachers will enter Yes or No for each student in the area of science. This is for the purpose of reporting standards on the final report card.

Forms

End of Year Notification Letter (Subject to Change due to FCAT 2.0)
End of Year Notification Letter (Spanish)

New to Pasco County Letter (MIS#438)
New to Pasco County Letter (Spanish)

Change of Status Form (MIS#437)
Change of Status Form (Spanish)

PMP Conference Form (MIS#430)
PMP Conference Form (Spanish)



District School Board of Pasco County

7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638 • 813/794-2000

Heather Fiorentino, Superintendent

www.pasco.k12.fl.us

Information Regarding Student Academic Progress Towards Meeting the Florida Sunshine State Standards

June 2011

Dear Parents/Guardians:

Florida Statute 1008.25 requires that each school district report annually to families their son's/daughter's results on the statewide assessments and his/her progress toward achieving district expectations for reading, writing, mathematics, and science.

To meet this state requirement, our district sends results of state tests to parents soon after they are received in the district. One or more of the following is currently being used to evaluate your son's/daughter's progress toward achieving district/state expectations:

- standardized tests for elementary: Stanford Achievement Test for Reading and Mathematics; Florida Comprehensive Assessment Test 2.0 (FCAT) for Reading and Mathematics
- district assessments
- classroom assessments

The State of Florida has established the achievement of a Level 3 or higher on the Florida Comprehensive Assessment Test (FCAT) for Reading and Mathematics as meeting standards for grades three and higher.

If your son/daughter has not met minimum district/state standards in reading, writing, mathematics, or science, instructional and support services will be provided to help him/her improve in those areas. You will have an opportunity to assist in the development of your child's Progress Monitoring Plan. If your son/daughter is in an Exceptional Student Education (ESE) program and his/her Individualized Educational Plan (IEP) already addresses these areas of need, an additional Progress Monitoring Plan will not need to be developed.

If you have any questions, please contact your school's principal.



District School Board of Pasco County

7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638 • 813/794-2000

Heather Fiorentino, Superintendent

www.pasco.k12.fl.us

Información sobre el progreso académico del estudiante hacia el cumplimiento de los Estándares *Sunshine State* de Florida

Junio 2011

Estimados padres/encargados legales:

El Estatuto de Florida 1008.25 requiere que cada distrito escolar informe anualmente a las familias los resultados de su niño(a) en las evaluaciones estatales, y su progreso hacia el cumplimiento de las expectativas del distrito en lectura, escritura, matemáticas y ciencias.

Para satisfacer este requisito del estado, nuestro distrito envía a los padres los resultados de las pruebas estatales tan pronto se reciben en el distrito. Una o más de las siguientes pruebas/evaluaciones han sido utilizadas para evaluar el progreso de su niño(a) hacia el cumplimiento de las expectativas del distrito/estatales:

- Pruebas estandarizadas para escuelas elementales: Prueba Stanford Achievement para lectura y matemáticas, Prueba Evaluativa Abarcadora de Florida (FCAT) para lectura y matemáticas
- Evaluaciones del distrito
- Evaluaciones en el aula

El estado de Florida ha establecido un Nivel 3 o superior en lectura y matemáticas en la Prueba Evaluativa Abarcadora de Florida (FCAT) como estándares a cumplir.

Si su niño(a) no ha cumplido los estándares mínimos del distrito/estatales en lectura, escritura, matemáticas o ciencias, se le proveerán servicios educacionales y de apoyo para ayudarle a mejorar en esas áreas. El Reporte de Progreso de su niño(a) en el primer trimestre del año escolar 2009-2010 contendrá más información sobre la oportunidad de que usted ayude en el desarrollo del Plan de Seguimiento del Progreso de su niño(a). Si su niño(a) está en un programa de Educación de Estudiantes Excepcionales (ESE) y su Plan Educacional Individualizado (IEP) ya recoge estas áreas de necesidades, no se requerirá entonces un Plan de Seguimiento del Progreso.

Si tiene alguna pregunta, por favor contacte al director(a) de la escuela de su niño(a).



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7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638 • 813/794-2000

Heather Fiorentino, Superintendent

www.pasco.k12.fl.us

Information Regarding Student Academic Progress Towards Meeting The Florida Sunshine State Standards for K-12 Students New to Pasco County

Date _____

To the Parents or Guardians of _____: Student # _____

Florida Statute 1008.25 requires that each school district report to families their son's/daughter's progress toward achieving district expectations for reading, writing, mathematics, and science. To make this determination, our district looks at a variety of assessments. One or more of the following have been used to evaluate your son's/daughter's progress toward achieving district expectations:

Kindergarten

- Florida Kindergarten Readiness (FIKRS)
- district assessments
- classroom assessments

Grades 1-12

- standardized tests for elementary: Stanford Achievement Test for Reading and Mathematics, Florida Comprehensive Assessment Test (FCAT) for Reading, Writing, Mathematics, and Science
- standardized tests for middle/high schools: Florida Comprehensive Assessment Test (FCAT) for Reading, Writing, Mathematics, and Science
- district assessments
- classroom assessments

If your son/daughter has not met minimum district standards in reading, writing, mathematics, or science, instructional and support services will be provided to help him/her improve in those areas. You will have an opportunity to consult in the development of a Progress Monitoring Plan (PMP) to assist and monitor your child's progress in achieving expectations. If your son/daughter is in kindergarten, only the area of reading is reported at this time. If your son/daughter is in an Exceptional Student Education (ESE) program and his/her Individualized Educational Plan (IEP) already addresses these areas of need, an additional PMP will not need to be developed.

If your son/daughter has met district standards, "YES" will appear in the blank. If your son/daughter has not met district standards, "NO" will appear in the blank. The status of your son's/daughter's meeting district standards is as follows:

Kindergarten

Reading _____

Grades 1 - 12

Reading _____

Mathematics _____

Writing _____

Science _____

Feel free to contact me if you need additional information.

Sincerely,

School Representative

Phone Number

DISTRIBUTION: White-School; Canary-Parent or Guardian

TERMS data entry _____



District School Board of Pasco County

MIS Form #438 Sp
Rev. 3/08

7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638 • 813/ 794-2000

Heather Fiorentino, Superintendent

www.pasco.k12.fl.us

**Información sobre el Progreso Académico del Estudiante
para alcanzar los Estándares *Sunshine State* de Florida,
establecidos para estudiantes de K-12 nuevos en el condado de Pasco**

Fecha _____

Estudiante # _____

A los padres/encargado legal de _____

El Estatuto de Florida 1008.25 requiere que cada distrito escolar reporte a las familias el progreso de sus niños hacia el cumplimiento de las expectativas del distrito en lectura, escritura, matemáticas y ciencias. Para tomar esa determinación, nuestro distrito considera una variedad de evaluaciones. Una o más de las siguientes ha sido utilizada para evaluar el progreso de su niño(a) hacia el cumplimiento de las expectativas del distrito:

Kindergarten

- Florida Kindergarten Readiness (FIKRS)
- evaluaciones del distrito
- evaluaciones en el aula

Grados 1-12

- pruebas estandarizadas para escuelas elementales: prueba *Stanford Achievement* de lectura y matemáticas; Prueba Evaluativa Abarcadora de Florida (FCAT) de lectura, escritura, matemáticas y ciencias
- pruebas estandarizadas para escuelas intermedias/superiores: Prueba Evaluativa Abarcadora de Florida (FCAT) de lectura, escritura, matemáticas y ciencias
- evaluaciones del distrito
- evaluaciones en el aula

Si su niño(a) no está alcanzando los estándares mínimos del distrito en lectura, escritura, matemáticas o ciencias, se le proveerán servicios adicionales de instrucción y apoyo para ayudarlo a mejorar en esas áreas. Usted tendrá la oportunidad de ser consultado(a) para la creación de un Plan de Seguimiento del Progreso (PMP), con el objetivo de ayudar y seguir de cerca el progreso de su niño(a) en cuanto a alcanzar estos estándares. Si su niño(a) está en kindergarten, solamente se reporta en este momento el área de lectura. Si está en un programa de Educación de Estudiantes Excepcionales (ESE) y su Plan Educativo Individualizado (IEP) ya incluye esas áreas de necesidad, no será necesario desarrollar un PMP adicional.

Si su niño(a) ha alcanzado las metas del distrito, un "SÍ" aparecerá en el espacio en blanco. Si su niño(a) no ha alcanzado los estándares del distrito, un "NO" aparecerá en el espacio en blanco. La situación de su niño(a) respecto a alcanzar los estándares del distrito es como sigue:

Kindergarten

Lectura _____

Grados 1 – 12

Lectura _____ Matemáticas _____

Escritura _____ Ciencias _____

Por favor, contácteme si necesita información adicional.

Atentamente,

Representante de la escuela _____

Número de teléfono _____

Distribution: White-School; Canary-Parent or Guardian

TERMS data entry _____

03/08-Teacher/MIS#438



District School Board of Pasco County

7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638 • 813/ 794-2000

Heather Fiorentino, Superintendent

www.pasco.k12.fl.us

Progress Monitoring Plan (PMP) Change of Status Information

Date _____

Student # _____

To the Parents or Guardians of _____:

Decisions were previously made regarding whether or not your son/daughter was meeting district standards in the areas of reading, writing, mathematics, and science based upon the information available at that time. If your son/daughter **has met** district standards, “**YES**” will appear in the blank. If your son/daughter **has not met** district standards, “**NO**” will appear in the blank.

The status of your son/daughter meeting minimum district standards was reported to you as follows:

PREVIOUSLY

Reading _____
Writing _____
Mathematics _____
Science _____

After reviewing additional information that was not previously available such as FCAT results, other assessment results, and class performance, we find it necessary to change your son's/daughter's status in at least one of the areas. Your son/daughter has met minimum district standards in the areas of:

UPDATED

Reading _____
Writing _____
Mathematics _____
Science _____

If your son/daughter is not meeting minimum district standards in reading, writing, mathematics, or science, additional instructional and support services will be provided to help him/her improve in those areas. You will have an opportunity to consult in the development of a Progress Monitoring Plan to assist and monitor your child's progress in achieving expectations.

Feel free to contact me if you need additional information.

Sincerely,

School Representative

Phone Number

DISTRIBUTION: White-School; Canary-Parent or Guardian

TERMS data entry _____



MIS Form #437 Sp
Rev. 3/08

District School Board of Pasco County

7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638 • 813/794-2000

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Plan de Seguimiento del Progreso (PMP) Información sobre cambio de situación

Fecha _____

Estudiante # _____

A los padres/encargado legal de _____

Anteriormente se habían tomado decisiones respecto a si su niño(a) estaba alcanzando o no los estándares del distrito en las áreas de lectura, escritura, matemáticas y ciencias, basados en la información disponible en aquel momento. Si su niño(a) **ha alcanzado** las metas del distrito, un "SÍ" aparecerá en el espacio en blanco. Si su niño(a) **no ha alcanzado** los estándares del distrito, un "NO" aparecerá en el espacio en blanco.

La situación de su niño(a) en cuanto al cumplimiento de los estándares mínimos del distrito había sido reportada a usted:

ANTERIORMENTE

- Lectura _____
- Escritura _____
- Matemáticas _____
- Ciencias _____

Después de revisar información adicional que no estaba disponible anteriormente, como los resultados de la prueba FCAT, los resultados de otras evaluaciones y el desempeño en el aula, hemos considerado necesario cambiar la situación de su niño(a) por lo menos en una de las áreas. Su niño(a) ha alcanzado los estándares mínimos del distrito en el área(s) de:

ACTUALIZADO

- Lectura _____
- Escritura _____
- Matemáticas _____
- Ciencias _____

Si su niño(a) no está alcanzando los estándares mínimos del distrito en lectura, escritura, matemáticas o ciencias, se le proveerán servicios adicionales de instrucción y apoyo para ayudarle a mejorar en esas áreas. Usted tendrá la oportunidad de ser consultado(a) para la creación de un Plan de Seguimiento del Progreso, con el objetivo de ayudar y seguir de cerca el progreso de su niño(a) en cuanto a alcanzar estos estándares.

Por favor, contácteme si necesita información adicional.

Atentamente,

Representante de la escuela

Número de teléfono

Distribution: White-School; Canary-Parent or Guardian

TERMS data entry _____



DISTRICT SCHOOL BOARD OF PASCO COUNTY
PROGRESS MONITORING PLAN CONFERENCE

MIS Form #430
3/08

Date _____

Student _____ Student Number _____ Grade _____

Teacher _____ School _____

Parents or Guardians _____

Type of Conference: Personal contact _____ Phone _____

Conference attended by _____

Purpose of Conference

The purpose of this conference is to consult with parents regarding their son's/daughter's progress toward meeting district or state standards. Topics of discussion may include results of diagnostic testing and plans for intervention.

This student has met district/state minimum performance standards if marked "YES". The student has not met district/state minimum performance standards if marked "NO".

_____ Reading _____ Writing _____ Mathematics _____ Science

Recommendations _____

Results

Monitoring of student progress will continue throughout the school year. Parents will receive periodic updates on student progress toward meeting standards via mid-quarter progress reports.

Signature

Signature

Signature

Signature

Signature

Signature

DISTRIBUTION: White-School; Canary-Parent



JUNTA DIRECTIVA DEL DISTRITO ESCOLAR DEL CONDADO DE PASCO
REUNIÓN DE PLAN DE SEGUIMIENTO DEL PROGRESO

MIS Form #430 Sp
3/08

Fecha: _____

Nombre del estudiante: _____ Estudiante #: _____ Grado: _____

Maestro(a): _____ Escuela: _____

Padres/encargado legal: _____

Tipo de reunión: Contacto personal: _____ Teléfono: _____

Participaron en la reunión: _____

Propósito de la reunión:

El propósito de esta reunión es consultar con los padres sobre el progreso de su niño(a) para alcanzar los estándares del distrito o del estado. Los temas a discutir pudieran incluir los resultados de pruebas diagnósticas y planes para intervención.

Si se marca "SÍ", este estudiante ha alcanzado los estándares mínimos de desempeño del distrito/estado.
 Si se marca "NO", el estudiante no ha alcanzado los estándares mínimos de desempeño del distrito/estado.

_____ Lectura _____ Escritura _____ Matemáticas _____ Ciencias

Recomendaciones: _____

Resultados

Se continuará siguiendo de cerca el progreso del estudiante durante el año escolar. Los padres recibirán actualizaciones periódicas a través de Reportes de Progreso de mediados de trimestre sobre el progreso del estudiante para alcanzar los estándares.

Firma

Firma

Firma

Firma

Firma

Firma

Distribution: White-School; Canary-Parent

03/08-Tmx/zhg/MIS#430