Citrus County Schools

PMP District-wide Expectations

2017-2018 School Year

Purpose: The PMP District-wide Expectations were revised by a subcommittee of the District MTSS Leadership Team in May 2016. The purpose of this document is to help school-based Problem-Solving Teams use a simple and consistent process for developing student PMP's across the district

Agreements:

- Students receiving Tier 1 instruction are not placed on a PMP. Students in Tier 1 may need:
  - Differentiated instruction
  - Skill-specific, small group, instruction
  - UDL strategies
- Parents will be invited to PMP/PST meetings. If a parent cannot attend in person:
  - Consider a phone conference.
  - Provide written documentation to the parent of the information discussed and any changes to the student's interventions.
- Utilize **District PMP Cover Sheet** with the four quadrants for parent/teacher signatures, and the new evaluation for special education phrase, which will be found in "Custom Forms" on the Student Management page in Skyward.
- In the Skyward "Team Notes" section, information will be typed that pertains to the PST.
- In the Skyward PMP NOTE section when writing Intervention, include the dialogue "Goal" and "Graphed by" to capture the Goal of the Intervention and identify the individual monitoring the student's progress.
- Parent Conference notes may be typed or hand written (do not need a parent signature), but need to be attached electronically to the PMP. Acceptable forms include:
  - Custom forms on Student Profile
  - Hand written and then scanned
  - Type in a word document and attach electronically
  - Type in Skyward Team Notes
- Progress monitoring data points specific to each intervention record will be entered into Skyward for any student receiving interventions. Skyward will display the data points in a graphical representation.
- Progress monitoring data should be dual-purposed: 1) specific data should be collected to determine intervention effectiveness; 2) specific data should be collected to determine progress in core. Are the skills being taught during intervention transferring to the core content area(s)?

- Gap Analysis and Rate of Progress is used to determine the level of intervention intensity required for a student. The team must review the relevant data and determine, on a case-by-case basis, the extent to which the intensity of an intervention is appropriate and effective. This information may be presented graphically or as narrative.
- When moving a child from Tier II to Tier III, diagnostic assessments will be administered to determine specific skill deficits.
- When moving a child from Tier III to ESE, Gap Analysis and Rate of Progress must be presented graphically.
- PMP's will be housed electronically in Skyward during the year, but MUST be printed at the end of the school year. The PMP hardcopy will be placed inside the Student's GREEN folder to become part of the CUM folder. PST notes, conference notes, cover sheet and graphs are to be included with PMP.
- Should a child move prior to the end of the year, a hardcopy of the PMP will be printed to get forwarded to the new school for the child.
- When a child is moved from Tier III to ESE, a copy of the student's PMP must be placed in the BLUE and GREEN folders.
- An ESE Student who is receiving specially designed instruction as designated in the IEP may also need tiered interventions just as non-ESE students. Tiered interventions will need an intervention record (not a complete PMP) in Skyward.
    - Skyward is the "standard platform" being utilized in the district to track interventions and document progress monitoring data.
    - Intervention records/progress monitoring data in Skyward is accessible to all staff working with a specified student and transfers to a receiving school/teacher if they move within the district instantly.
    - If intervention plans/progress monitoring data are created in iPlan (IEP program in FileMaker), they are not archived. This information is deleted each time a new IEP is developed.
- The problem-solving process does not end when a student is identified as a student with a disability.
    - An ESE student may require a change in the specially designed instruction they are receiving, in which case the IEP team serves as the problem-solving team and updates the student's IEP.
    - An ESE student may also require a change in instructional strategies or classroom interventions which do not impact their IEP. In this case, the ESE Specialist and TOSA may work together to identify appropriate problem-solving team members to meet and discuss the student's progress.

What do we about PMPs at the end of the school year?

If the PMP is being discontinued:

- Close the PMP
- Put end date
- Mark results box completed

If the PMP is being continued:

- Leave the PMP open
- Do not indicate an end date
- Mark results box "completed"

When do you write a formal PMP?

A formal PMP is written for a student when...

- There is a gap based on multiple data sources and the student requires additional support outside the core instruction;

OR

- When a student is promoted with remediation.

When would a student who scored Level 1 or Level 2 in reading or math State Assessment be placed on a PMP?

A PMP shall be implemented for students who score below Level 3 in ELA or Mathematics on the most recently administered statewide, standardized assessment and must be implemented until the student completes the eighth grade or achieves a score at Level 3 or above in ELA or Mathematics on the statewide, standardized assessment, whichever occurs first. A student who is not meeting the school district or state requirements for proficiency in ELA or Mathematics shall be covered by one of the following plans to target and identify ways to improve his or her academic achievement and/or behavioral performance:

- A federally required student plan such as an Individual Education Plan (IEP)/Transition Individual Education Plan (TIEP)
- A school wide system of progress monitoring for all students
- An individualized Progress Monitoring Plan

When would a student who has been retained be placed on a PMP?

When students are retained, they must receive an intensive program different from the previous year. It would include the following:

- Be designed based on the individual student needs in ELA, Math, and Science as demonstrated by the student's performance on the FSA and in the classroom
- Be designed to address the individual student's learning styles
- Provide immediate intensive intervention that includes appropriate targeted instruction in the six areas of reading (oral language, phonemic awareness, phonics, fluency, comprehension, and vocabulary) provided by appropriately trained staff
- Provide additional uninterrupted instructional time in the area of need
- Provide for frequent monitoring of the student's progress towards meeting the goals identified in the student's Individual Progress Monitoring Plan (PMP), during the school-wide progress monitoring process, or with an Individual Education Plan (IEP)

Any student who has been retained and is recommended for retention a second year is to be considered for more intensive

remedial strategies. The PST should make decisions through discussion. Students who appear to be having difficulty meeting promotion requirements should be referred to the PST.

Is an ELL student required to have a PMP?

No. Academic progress of an ELL, along with any placement decisions or instructional interventions, are captured in the student's ELL plan that is written at the start of each school year as well as reviewed throughout. Documentation of student status, assessment data, programmatic assessment, as well as academic progress in all courses, should be captured in the [[L's plan. Additionally, this plan should be shared with all instructional personnel who support that student. The student's ELL Plan should address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law. An ELL student should be placed on a PMP if he/she is struggling beyond what would fall into language acquisition.