

2018-2019

PUPIL PROGRESSION PLAN
Addendum

CAMERON PARISH SCHOOL SYSTEM



Entering Graded Assignments

When a graded assignment is given, the grade for that assignment must be posted in WEBPAMS within 7 calendar days of the date given. 50% of the required points must be posted by progress report date. Extenuating circumstances must be approved by administration at the school level.



Cameron Parish School Board

Intervention Protocol

- Every student in grades K-2 will take the DIBELS Benchmark Assessment in the fall, winter, and spring windows.
- Students in grades 3-5 will be DIBELS tested if they have shown a history of scoring in the intensive or strategic range in prior years.
- Students in grades 3-5 who are new to the district will be DIBELS tested.
- The interventionists will DIBELS test any student in grades 3 or above when a teacher places a request with school administration in advance of the DIBELS testing dates.
- Any student in grades 3-5 who was tested in the fall will also be tested during the winter and spring sessions to complete the cycle.
- The interventionist is responsible for creating the DIBELS testing schedule at 4-day schools. At GL, each of the three interventionists will be charged with creating the DIBELS testing schedule once each year (beginning, mid-year, and end of year).
- Interventionists will be given a two-week window per Benchmark Assessment. It is expected that the testing will only last the amount of days necessary within the window. Testing should be completed in the fewest amount of days and not be stretched throughout the two-week windows so as to preserve and maximize instructional time. School site administrators will monitor this process.
- The interventionists will email each teacher a copy of their students' DIBELS scores at the completion of all testing.
- A copy of all students' DIBELS scores will be sent to the elementary assistant principal and the principal upon the completion of DIBELS testing. In addition, the interventionists will send a list of all students who qualify for interventions to administration.
- Intervention schedules will change each year based on needs. Each grade K-5 will receive at least one 30-minute session of interventions daily. Additional intervention classes will be held if there is room in the schedule and manpower available.
- Students will not at any time be pulled for interventions from ELA or Math core instruction.

Assessment Schedule:

Benchmark Assessment	Beginning of Assessment Window	Length of Window	Timeline for Entering Data
Fall	1 week after start date of school	2 weeks	Last date of the established 2 week window
Winter	1 week after students return from winter break	2 weeks	Last date of the established 2 week window
Spring	5 weeks before students' last day of school	2 weeks	Last date of the established 2 week window

Grouping:

- Students' needs, not adult preferences, will remain the primary focus of any and all decisions made when grouping.
- Interventionists will determine how students are placed into groups according to the DIBELS *Instructional Grouping Report* and may involve input from school administration, as needed.
- Students falling into the intensive and strategic ranges on the *Instructional Grouping Report* will automatically qualify for interventions.
- Intensive groups will take priority, followed by strategic. "Borderline" students will be handled on a case-by-case basis, and provided there are spots available.
- Borderline Students:
 - There are times when a student will reach benchmark on the *Instructional Grouping Report*, but falls below the ideal cut-points in a sub-category and may benefit from tiered interventions. These cases will be handled in a case-by-case manner.
 - Likewise, there are times when a student might classify as strategic on the *Instructional Grouping Report*, but the student might be better suited in benchmark interventions.
 - In such cases, teachers will be given the opportunity to provide input (ex. past history, classroom performance) on the students in their classes. Final decisions will be based on the breadth of data available and input from all parties involved (interventionists, classroom teacher, school administrators). Data may include, but is not limited to DIBELS scores, DIBELS progress monitoring, STAR Early Literacy, STAR Reading, classroom performance, past history). At this point, if a reasonable consensus cannot be made on the placement of the child, the school administrator will have the final say.
 - Progress monitoring will be administered every four weeks; however, students may be progress monitored every three weeks for "borderline" students or as deemed necessary to benefit the child.
 - Students who achieve success on two consecutive progress monitoring data points can either enter or exit tiered interventions groups.

Group Sizes:

- Ideally, tiered intervention groups should include no more than six students; however, sometimes this is not possible. Exceptions can be made as long as it is in the best interest of all students and does not interfere with the learning.
- At schools with multiple interventionists, groups may be arranged in order to balance the numbers.
 - For example:
 - There are three elementary classrooms & three interventionists.

Class A = 4 students	Interventionist A = takes 6 students
Class B = 10 students	Interventionist B = takes 6 students
Class C = <u>5 students</u>	Interventionist C = takes 7 students
Total = 19 students	

Integrated Grading - ELA Grade K

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Foundational Literacy: Reading Foundations (RF), Language (L)	75%	65%	55%	50%
Print Concepts (RF)	375 pts.	650 pts.	550 pts.	500 pts.
Phonological Awareness (RF)				
Phonics/Word Recognition (RF)				
Conventions of Standard English (L)				
ELA: Reading Literature (RL), Reading Information (RI), Writing (W), Speaking & listening (SL), Language (L), some Reading Foundations (RF)	25%	35%	45%	50%
Reading Literature	125 pts.	350 pts.	450 pts.	500 pts.
Reading Information				
Key Ideas & Details (RL, RI)				
Craft & Structure (RL, RI)				
Integration of Knowledge & Ideas (RL, RI)				
Range of Reading & Level of Text Complexity (RL, RI)				
Writing				
Types and Purposes (W)				
Production & Distribution of Writing (W)				
Research to Build & Present Knowledge (W)				
Speaking & Listening				
Comprehension & Collaboration (SL)				
Presentation of Knowledge & Ideas (SL)				
Language				
Vocabulary Acquisition & Use (L)				
	500 pts.	1000 pts.	1000 pts.	1000 pts.

* Based on 500 points 1st nine weeks; 1000 points 2nd-4th nine weeks

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Integrated Grading - ELA Grade 1

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Foundational Literacy: Reading Foundations (RF), Language (L)	50%	50%	50%	50%
Print Concepts (RF)	500 pts.	500 pts.	500 pts.	500 pts.
Phonological Awareness (RF)				
Phonics/Word Recognition (RF)				
Conventions of Standard English (L)				
ELA: Reading Literature (RL), Reading Information (RI), Writing (W), Speaking & listening (SL), Language (L), some Reading Foundations (RF)	50%	50%	50%	50%
Reading Literature Reading Information	500 pts.	500 pts.	500 pts.	500 pts.
Key Ideas & Details (RL, RI)				
Craft & Structure (RL, RI)				
Integration of Knowledge & Ideas (RL, RI)				
Range of Reading & Level of Text Complexity (RL, RI)				
Writing				
Types and Purposes (W)				
Production & Distribution of Writing (W)				
Research to Build & Present Knowledge(W)				
Speaking & Listening				
Comprehension & Collaboration (SL)				
Presentation of Knowledge & Ideas (SL)				
Language				
Vocabulary Acquisition & Use (L)				
	1000 pts.	1000 pts.	1000 pts.	1000 pts.

* Based on 1000 points per nine weeks

*AR may be taken for a grade after 900 points.

Integrated Grading - ELA Grade 2

Louisiana Student Standards	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Foundational Literacy: Reading Foundations (RF), Language (L)	35%	30%	25%	25%
Print Concepts (RF)	350 pts.	300 pts	250 pts	250 pts
Phonological Awareness (RF)				
Phonics/Word Recognition (RF)				
Conventions of Standard English (L)				
ELA: Reading Literature (RL), Reading Information (RI), Writing (W), Speaking & Listening (SL), Language (L), some Reading Foundations (RF)	65%	70%	75%	75%
Reading Literature	650 pts.	700 pts.	750 pts.	750 pts.
Reading Information				
Key Ideas & Details (RL, RI)				
Craft & Structure (RL, RI)				
Integration of Knowledge & Ideas (RL, RI)				
Range of Reading & Level of Text Complexity (RL, RI)				
Writing				
Types and Purposes (W)				
Production & Distribution of Writing (W)				
Research to Build & Present Knowledge (W)				
Speaking & Listening				
Comprehension & Collaboration (SL)				
Presentation of Knowledge & Ideas (SL)				
Language				
Vocabulary Acquisition & Use (L)				

* Based on 1000 points per nine weeks

*AR may be used as a grade after 900 points

Integrated Grading - ELA Grades 3-5

Louisiana Student Standards	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Foundational Literacy: Reading Foundations (RF), Language (L)	10%	10%	10%	10%
Print Concepts (RF)	100 pts.	100 pts.	100 pts.	100 pts.
Phonological Awareness (RF)				
Phonics/Word Recognition (RF)				
Conventions of Standard English (L)				
ELA: Reading Literature (RL), Reading Information (RI), Writing (W), Speaking & listening (SL), Language (L), some Reading Foundations (RF)	90%	90%	90%	90%
Reading Literature Reading Information	900 pts.	900 pts.	900 pts.	900 pts.
Key Ideas & Details (RL, RI)				
Craft & Structure (RL, RI)				
Integration of Knowledge & Ideas (RL, RI)				
Range of Reading & Level of Text Complexity (RL, RI)				
Writing				
Types and Purposes (W)				
Production & Distribution of Writing (W)				
Research to Build & Present Knowledge (W)				
Speaking & Listening				
Comprehension & Collaboration (SL)				
Presentation of Knowledge & Ideas (SL)				
Language				
Knowledge of Language (L)				
Vocabulary Acquisition & Use (L)				

* Based on 1000 points per nine weeks

*AR may be counted for 100 points of the ELA portion.