

Bakersfield City School District
 Education Center—1300 Baker Street
 Bakersfield, California 93305

Curriculum and Standards

Protocol for Initial Fall 2008 Fast Track Implementation

Identified Students	Intensive students:	Previous Fast Track Students:
	<ul style="list-style-type: none"> • New Students Identified Spring 2008 • 2007-08 Fast Track students continuing enrollment in Fast Track Core replacement model 	<ul style="list-style-type: none"> • 2007-2008 Fast Track students with Spring data that indicated they could return to Core with classroom support in Fall 2008 • 2007-2008 Fast Track students with Spring data that indicated they could return to Core with specific ISB support in Fall 2008
Steps in the Protocol	1. Pull Spring placement protocol data results and analyze students' performance levels. If assessment passages were not administered at the correct level, testing must be repeated. Initial testing of new students and BCSD transfer students will need to be carried out.	1. Pull Spring placement protocol data results and analyze students' performance levels. If assessment passages were not administered at the correct level or scoring did not follow protocol criteria, testing must be repeated.
	2. Review student CST data, any classroom entry level data gathered in the first two weeks of instruction, and Fast Track assessment data. Compare all data sources to make a final evaluation of the proper placement of each student.	2. Review student CST data, any classroom entry level data gathered in the first week of instruction, and Spring Fast Track data. Compare all data sources to make a final evaluation of the proper placement for each student.
	3. Set class rosters. Take inventory of necessary materials. Contact C & S concerning material needs.	3. If data indicates a student is still a strong candidate to return to Core, identify the specific curricular areas of need and plan strategies to implement effective support to prevent regression.
	4. Send out parent letter and prepare for Fast Track instruction.	4. If data indicates a student is not a strong candidate for Core placement, determine most appropriate placement matched to student needs.
	5. Prepare plan for smooth transitions between classrooms.	5. Prepare plan for classroom support and implementation of modified ISB block.
	6. Implementation of Fast Track Core replacement will begin September 2, 2008.	6. Implementation of classroom support plans for those students who placed in the <i>Core + Support</i> model, and implementation of the specific ISB block for those students who placed in the <i>Core + ISB</i> will begin August 25, 2008
Follow-up	<p>Class rosters set in Complete Schools no later than September 5.</p> <p>Create multiple Custom Groups on Edusoft. Training on specified Custom Group categories and consistent naming conventions will be provided. Dates will be announced in the TAB.</p> <p>Plan for participation in upcoming Fast Track trainings and support meetings. Dates will be announced in the TAB.</p> <p>Meet with specified teams at school site to analyze data and continually evaluate student placement.</p> <p>Fast Track overview for new teachers and SB 472 Fast Track training will be held this fall. Dates will be announced in the TAB.</p>	

Fast Track Implementation

Suggested Instructional Minutes Level 1

Time	Instruction
35 minutes	Listening comprehension using <i>Comprehension Teacher Guide</i> Level 1
35 minutes	Working with the teacher on phonics lessons and decodable books
25 minutes	Small-group instruction with teacher
25 minutes	Independent reading, decodable plays, and <i>MatchWord</i> activities Teacher pulls additional small groups or individuals

Total: 2 hours

Fast Track Implementation

Suggested Instructional Minutes Levels 2-7

Time	Instruction
30 minutes Whole group or small group instruction	➤ Word Study
60 minutes This block is for whole group and small group instruction--determined by the needs of the students. Teacher sees flexible groups of students in blocks of 10-20 minutes.	➤ Comprehension ➤ Identified skill needs
10 minutes Teacher meets with groups or individuals, students use CD, students partner read, etc.	➤ Fluency practice
20 minutes Whole group and/or small group instruction as needed.	➤ Writing

Total: 2 hours

Determining Accelerated Instruction Using Formative and Summative Assessment Fast Track Levels 2-5

Criteria for acceleration to the next level after instruction with the first two Fast Track magazines outlined on the pacing calendar:

- A score of 80% or higher on Comprehension Test A.
- A rubric score of three or better on at least 80% of the lesson assessment BLMs.
- An accuracy score of 90% or higher and at least three correct comprehension questions on the pre-assessment passage for the next level.

If all three of these requirements are met, the student likely has the necessary pre-requisite skills to benefit from instruction at the next Fast Track level.

After instruction with the first two magazines, placement in the intervention program may need to be re-evaluated for those students who perform well above this criterion.

Criteria for acceleration to the next level after instruction with the first four magazines outlined on the pacing calendar:

- A score of 80% or higher on both Comprehension Tests A and B.
- A rubric score of three or better on at least 80% of the lesson assessment BLMs.
- An accuracy score of 90% or higher and at least three correct comprehension questions on the pre-assessment passage for the next level.

If all three of these requirements are met, the student likely has the necessary pre-requisite skills to benefit from instruction at the next Fast Track level.

(The above assessment criteria is applicable to Fast Track Levels 2-5)

* Students who consistently struggle with classroom instruction and assessment items should be referred for a Student Study Team meeting.

BAKERSFIELD CITY SCHOOL DISTRICT
Curriculum and Standards

Revised 8-20-08

Fast Track Entry Level 1
Pacing Calendar 2008-2009

August 2008				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September 2008				
M	T	W	Th	F
H	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Initial Implementation August 18 –29 (10 days)	Suggested Days
<p><i>Hold an intervention team meeting.</i> <u>Goal 1</u>- Check on proper placement of students. Discuss the list of identified students: Are they more than two years below grade level? Is more testing required? Look at BCSD transfer students and new students.</p> <p><u>Goal 2</u>- Set the class rosters. Send copy of roster to Curriculum & Standards by Sept. 5 Administer assessments from the Word Work Assessment Guide to determine student strengths and critical needs.</p> <p><u>Goal 3</u>- Prepare to teach Fast Track. Send out parent letter. Establish routines and procedures for smooth transitions between classrooms. Establish procedures for tracking of program materials. Review and prepare to teach the Fast Track program.</p> <p><u>Goal 4</u>- Student and Program monitoring</p>	5
	5

Fast Track Intervention classes begin September 2 – 8	Suggested Days
<p>Unit 1</p> <p>Listening Comprehension Selection: <i>Sea Camp Scoop</i> Comprehension Standards – Gr 1: RL3.1; Gr 2: RC2.5; Gr 3: LR3.6</p> <p><i>To facilitate the development of listening comprehension skills, there must be ongoing implementation of the Level 1 Comprehension Strand.</i></p> <p>Lesson 1: Closed one-syllable words (cvc) Lesson 1 Assessment</p> <p>Lesson 2: Closed one syllable words w/ digraphs (ccvc or cvcc) Lesson 2 Assessment</p> <p>Phonics Standards – Gr K: RW1.14, RW1.15; Gr 1: RW1.10</p>	5
<p>ASSESSMENT SUMMARY: After each lesson assessment, evaluate individual student performance to determine progress.</p>	

Key	
H	Holiday

September 2008				
M	T	W	Th	F
H	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

September 9 – 15	Suggested Days
Unit 2 Listening Comprehension Selection: <i>Taken by the Wind</i> Comprehension Standards – Gr 1: RC2.7; Gr 3: RC2.6; Gr 4: RL3.5 <i>To facilitate the development of listening comprehension skills, there must be ongoing implementation of the Level 1 Comprehension Strand.</i> Lesson 1: Closed one syllable words w/ initial blends (ccvc) Lesson 1 Assessment Lesson 2: Closed one syllable words w/ final blends (cvcc) Lesson 2 Assessment Lesson 3: Closed one syllable words w/ initial and final blends (cvcc or ccvc) Lesson 3 Assessment Phonics Standards - Gr K: RW1.14, RW1.15; Gr 1: RW1.10, 1.11	5
ASSESSMENT SUMMARY: After each lesson assessment, evaluate individual student performance to determine progress.	

September 16 – 22	Suggested Days
Unit 3 Listening Comprehension Selection: <i>Weird Leela</i> Comprehension Standards – Gr 1: RC2.5; Gr 3: RC2.6, RL3.3, RL3.4 <i>To facilitate the development of listening comprehension skills, there must be ongoing implementation of the Level 1 Comprehension Strand.</i> Lesson 1: Closed two- syllable words (cvc-cvc) Lesson 1 Assessment Phonics Standards – Gr 1: RW1.10, RW1.11; Gr 2: RW1.1, RW1.2, RW1.3	5
ASSESSMENT SUMMARY: After each lesson assessment, evaluate individual student performance to determine progress.	

Key	
H	Holiday

September 2008				
M	T	W	Th	F
H	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October 2008				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September 23 – 29	Suggested Days
Unit 4 Continue the selection: <i>Weird Leela</i> Comprehension Standards – Gr 1: RC2.5; Gr 3: RC2.6, RL3.3, RL3.4 <i>To facilitate the development of listening comprehension skills, there must be ongoing implementation of the Level 1 Comprehension Strand.</i> Lesson 1: One-syllable words with silent e (cvce) Lesson 1 Assessment Lesson 2: Two syllable words with closed and silent e patterns (cvc-cvce) Lesson 2 Assessment Phonics Standards – Gr 2: RW1.1, RW1.2, RW1.3; Gr 3: RW1.1 Units 1-4 Cumulative Assessment	5
ASSESSMENT SUMMARY: Units 1-4 Cumulative Assessment scanned by October 3	

September 30 - October 6	Suggested Days
Unit 5 Listening Comprehension Selection: <i>The Fall</i> Comprehension Standards – Gr 1: RC2.7, RL3.1; Gr 3: RL3.6 <i>To facilitate the development of listening comprehension skills, there must be ongoing implementation of the Level 1 Comprehension Strand.</i> Lesson 1: One-syllable words with r controlled vowels Lesson 1 Assessment Lesson 2: Two-syllable words with r controlled vowels Lesson 2 Assessment Phonics Standards – Gr 1: RW1.12, RW1.13; Gr 3: RW1.1	5
ASSESSMENT SUMMARY: After each lesson assessment, evaluate individual student performance to determine progress.	

Key	
H	Holiday

January 2009				
M	T	W	Th	F
			H	H
5	6	7	8	9
12	13	14	15	16
H	20	21	22	23
26	27	28	29	30

February 2009				
M	T	W	Th	F
2	3	4	5	6
H	10	11	12	13
H	17	18	19	20
23	24	25	26	27

Level 2 continues	Suggested Days
January 16 - February 23 (Maximum of 24 days)	
Martin Luther King Jr. Holiday January 19	
Magazine: Gourmet Delights Lessons 1-4 Clarify final Comprehension Test B objectives with students. Lesson 1 – Gr 2: RC2.2, RC2.3, WS1.1, WC1.1, WC1.3 Lesson 2 – Gr 1: LR3.1; WC1.1; Gr 2: WS1.1, WS1.4, LR3.2, WC1.2, WC1.3 Lesson 3 – Gr 1: RC2.2; Gr 2: RC2.5, WA2.2, WC1.4 Lesson 4 – Gr 2: LR3.1, RC2.5, WS1.1; Gr 1: WC1.1	10-12
Magazine: How Strong is Strong? Lessons 1-4 Lesson 1 – Gr 2: RC2.2, RC2.3, WS1.1; Gr 1: WC1.1 Lesson 2 – Gr 1: LR3.1, RC2.5; Gr 2: WS1.4, WA2.2 Lesson 3 – Gr 1: LR3.1, RC2.2; Gr 2: WC1.3 Lesson 4 – Gr 1: LR3.1; Gr 3: LR3.4 Fast Track Comprehension Test B and Fast Track Writing Prompt 1 *See criteria for accelerated instruction.	10-12
Lincoln Day February 9	
Washington Day February 16	
ASSESSMENT SUMMARY: Fast Track Comprehension Test B scanned by February 26	

Key	
H	Holiday

February 2009				
M	T	W	Th	F
2	3	4	5	6
H	10	11	12	13
H	17	18	19	20
23	24	25	26	27

March 2009				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2009				
M	T	W	Th	F
		1	2	3
H	H	H	H	H
H	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2009				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
H	26	27	28	29

Final two magazines in Level 2 February 24 – March 27 (Maximum of 24 days)	Suggested Days
Magazine: Strange in the Sky Lessons 1-4 Clarify final Comprehension Test C objectives with students. Lesson 1 – Gr 2: RC2.2, RC2.5, WS1.1, WC1.3 Lesson 2 – Gr 1: LR3.1; Gr 2: RC2.3, WC1.5; Gr 3: LR3.4 Lesson 3 – Gr 1: RC2.2; Gr 2: RC2.5, WS1.3, WC1.4 Lesson 4 – Gr 1: LR 3.1; Gr 2: LR3.1, WS1.1; Gr 1: WC1.1	10-12
Magazine: Hoops and Hardwood Lessons 1-4 Lesson 1 – Gr 2: LR3.3, RC2.1, WS1.1, WC1.3; Gr 1: WC1.1 Lesson 2 – Gr 1: LR3.1, RC2.5; Gr 2: WS1.1 Lesson 3 – Gr 1: LR3.1; Gr 2: RC2.4, WS1.4, WS2.2 Lesson 4 – Gr 2: LR3.1; Gr 3: LR3.4, WS1.1 Fast Track Comprehension Test C and Fast Track Writing Prompt 2 Students who have not met the performance expectations for Level 2 will move to Level 3. Teachers of these students must design instruction and additional support to meet the instructional needs of each student in order to promote student achievement.	10-12
ASSESSMENT SUMMARY: Fast Track Comprehension Test C scanned by April 1	

Begin implementation of Fast Track Level 3 March 30 - May 8 (Maximum of 24 days)	Suggested Days
Magazine: Treacherous Ice Lessons 1-4 Clarify final Comprehension Test A objectives with students. Lesson 1 – Gr 3: RC2.5, RC2.2, WS1.1, WS1.4, LC1.2, SA2.2 Lesson 2 – Gr 5: LR3.2; Gr 3: LR3.3, LS1.9 Lesson 3 – Gr 4: RC2.6; Gr 3: 2.4, WA2.3 Lesson 4 – Gr 4: LR3.1; Gr 3: LR3.4, WA2.3, LC1.1 Fast Track Comprehension Test A *See criteria for accelerated instruction.	10-12
Spring Break April 6 - 10	
In Lieu of Admission Day April 13	
ASSESSMENT SUMMARY: Fast Track Comprehension Test A scanned by May 13	

Key	
H	Holiday

May 2009				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
H	26	27	28	29

Continue Level 3 May 11 – 28	Suggested Days
Magazine: Amazing Plants Lessons 1-4 Clarify final Comprehension Test B objectives with students. Lesson 1 – Gr 3: RC2.2, RC2.3, RC2.7, LC1.1; Gr 2: LC1.2 Lesson 2 – Gr 3: RC3.3, LR3.2, WS1.1, WA2.2, LC1.2 Lesson 3 – Gr 3: RC2.6; Gr 4: WA2.4 Lesson 4 – Gr 3: LR3.2, LR3.4	10-12
Memorial Day May 25	

*End of Year Assessment Protocol will be distributed by May 1.

If adjustments to the Pacing allow for additional instruction, follow the sequence outlined below:

Additional Instruction Sequence	Suggested Days
Magazine: Jewels Lesson 1-4 Lesson 1 – Gr 3: RC2.2, RC2.7, LC1.2 Lesson 2 – Gr 3: RC2.3, LR3.6, WS1.2, LC1.1; Gr 4: WA2.4 Lesson 3 – Gr 3: RC2.1, RC2.4, WA1.4; Gr 4: WA2.4 Lesson 4 – Gr 3: LR3.4; Gr 2: LR3.1; Gr 4: WA2.4 Fast Track Comprehension Test B Fast Track Writing Prompt 1	10-12
Magazine: Going, Going, Gone Lessons 1-4 Clarify final Comprehension Test C objectives with students. Lesson 1 – Gr 3: RC2.1, RC2.6, LC1.1, LC1.2; Gr 4: WA2.4 Lesson 2 – Gr 3: RC2.1, LR3.3, WA2.2 Lesson 3 – Gr 4: RC2.4; Gr 3: RC2.6, LC1.2; Gr 4: WS1.4 Lesson 4 – Gr 3: LR2.4, RC2.5, LC1.1	10-12
Magazine: Kick for Goal! Lessons 1-4 Lesson 1 – Gr 3: RC2.6; Gr 4: WA2.4, WS1.2, LC1.2 Lesson 2 – Gr 3: LR3.3, RC2.6, WA2.2; Gr 4: WS1.2 Lesson 3 – Gr 3: RC2.5, RC2.2; Gr 4: WS1.2, WA2.4 Lesson 4 – Gr 3: LR3.1, LR3.4, WA2.1, LC1.1, LC1.2 Fast Track Comprehension Test C Fast Track Writing Prompt 2	10-12
ASSESSMENT SUMMARY: If pacing has allowed administration of Comprehension Test B and/or C, scan results by May 28.	

Key	
H	Holiday