

Nova High School
K-12 Comprehensive Evidence Bases Reading Plan
Agenda
September 4, 2026

Meeting notes:

- **FAST Testing Targets:** Sonya, Alicia, and Kristina reviewed FAST performance targets and revised the proposed growth from five percentage points to three, with data tracking beginning the following Thursday.
 - **Revised Growth Goals:** Sonya initially proposed increasing ninth-grade performance from 72% to 77% and tenth-grade performance from 67% to 73%, while moving Level 1 students toward Level 2. Alicia and Kristina indicated that a five-point increase was too large and recommended a two- or three-point target. The group settled on a three-point increase, changing the targets to 72% to 75% for ninth grade and 67% to 70% for tenth grade.
 - **Progress Tracking:** Sonya will begin reviewing and tracking FAST data starting the following Thursday. Students who are already meeting the target level will continue to receive appropriately challenging work rather than being treated as growth-target students.
- **MAP Placement And Intervention Needs:** Sonya reported that MAP testing was nearly complete and generally successful, but the team must address reading-program placements for students whose scores place them beyond the available Read 180 content.
 - **Testing Completion:** MAP testing was described as nearly 100% complete, with only two students affected by an account issue after one student logged in as another student; both accounts became blocked. Sonya identified this as the only significant testing incident and stated that MAP administration itself was not a broader problem.
 - **Placement Gaps:** Some students were placed at a level six after MAP testing even though they remained enrolled in a reading class and had no available work in Read 180. Sonya explained that these students may have narrowly missed the score needed for the next level, leaving them in need of a different instructional resource.
 - **Resource Follow-Up:** Mrs. Mcbean McDonald is seeking an additional program, such as Albert IO or Khan Academy, to support students whose needs are not met by Read 180. Sonya planned to meet with the reading team the following week to review student placements and determine next steps.
- **PMP Reporting Requirements:** Sonya explained that PMP notices are expected in early November and that district guidance will include an AI prompt for Copilot, while Alicia and Sonya identified the weekly data-entry workload as an issue to raise with the MTSS team.
 - **District Guidance:** PMP notices are expected around November 10. The district is expected to provide instructions and an AI-generated prompt that staff can enter into Copilot to help interpret charts and prepare the required data.
 - **Weekly Documentation:** Reading teachers reported concerns about the frequency and intensity of PMP updates. The process appears to require weekly verification that students

are completing their assigned program segments and entering that information into the PMP report.

- **MTSS Discussion:** Alicia noted that an initial MTSS progress-report meeting was expected to begin soon. Sonya agreed to bring forward the question of how frequently teachers are actually required to enter PMP information.
- **Reading Plan And ELL Support:** Sonya presented the updated reading plan, emphasizing progress monitoring and targeted support for ELL and SWD students through classroom intervention, vocabulary instruction, discourse, language objectives, and multiple learning formats.
 - **Progress Measures:** The reading plan will use MAP results, Read 180 segment completion and performance, and FAST results to monitor growth. The intended progression is for students to improve their placement levels, such as moving from Level 2 to Level 3, as they progress through the program.
 - **Targeted Populations:** The team is specifically targeting English-language learners and students with disabilities, including students who need to retake assessments. Sonya has been pushing into classes to work with identified students and plans to coordinate with Miss Raven and classroom teachers. The team discussed using small groups and ensuring intervention reaches the classes where students are enrolled.
 - **Data Interpretation:** Sonya noted that students with disabilities had improved by approximately three points, while ELL results declined and the lowest 25% declined by seven points. Kristina explained that many higher-performing ELL students exited the ESOL program after meeting the requirements, leaving a smaller group of students who had not yet qualified to exit; this composition change accounted for much of the apparent decline and is expected to stabilize the data.
 - **Instructional Strategies:** The plan incorporates explicit instruction in Tier 1, Tier 2, and Tier 3 vocabulary; language objectives across content areas; structured student discourse; sentence frames; annotation; and multiple ways to learn or demonstrate understanding, including short videos and visual summaries. Sonya sourced additional research-based strategies from the Elevation platform.
 - **Literacy Initiatives:** All content areas are expected to incorporate a word-of-the-day routine using academic, testing, and cross-curricular vocabulary. Sonya is preparing the Group 2 list, including prefixes, roots, and homophones, and will distribute it after the meeting. The monthly “Tighten Up Your Literacy” newsletter will focus on one ELL strategy at a time, and the team will continue using the PEELL paragraph structure for writing and citing evidence.
 - **Plan Feedback:** Sonya asked participants to review the updated reading plan and send any needed corrections or additions so they can be incorporated.
- **College Prep Testing And Waivers:** Sonya and Alicia confirmed key testing dates, reviewed the roster of juniors and seniors needing retesting, and clarified waiver eligibility and the completed waiver count.
 - **Testing Dates:** The PSAT was identified as October 14, tentatively, and the NCR ACT retest was identified as October 22. Sonya will add both dates to the meeting notes. Concordance

scores remain unchanged from the prior year, and additional information about an SAT program led by Ms. Saint Velus is still needed.

- **Retest Reduction Goal:** Sonya estimated that 211 juniors and seniors needed to retest and set an informal goal of removing approximately 50 students from the roster each testing cycle. They planned to use incentives, including Dave and Buster's power cards for the top 15 students and additional items available from Miss Sexton, to recognize students who come off the list.
- **Waiver Eligibility:** Alicia explained that students must pass English 2 to qualify for a waiver, and parent agreement is required; a waiver cannot be assigned automatically when a student is close to meeting the requirement. Approximately 18 waivers had been completed, and those students should be removed from the retesting list. A student who recently recovered English 2 may now be eligible for a waiver.
- **Word-Of-The-Day Calendar:** Sonya, Amy, and Alicia adjusted the word-of-the-day approach for the longer second-quarter schedule, planning to retain 31 words while using review days and consulting administration about reduced-assignment expectations.
 - **Second-Quarter Schedule:** Sonya initially calculated that the second quarter created space for roughly eight additional words, which would bring the list to 31 instead of the usual 25. After reviewing the calendar, the team determined that the apparent extra time was related to how the quarter dates were laid out and the start of the next quarter.
 - **Review Plan:** Rather than extending the vocabulary sequence indefinitely, Sonya proposed ending new-word instruction earlier, using review days before the assessment, and avoiding assignments over Thanksgiving. The tentative sequence includes a test around November 17, followed by semester review and then exams.
 - **Reduced Assignments:** Alicia noted that students on reduced assignments already receive fewer word-of-the-day items. When Sonya asked whether those students should remain at 10 words or increase to 15 if the overall list expands, Alicia recommended increasing the reduced assignment to 15 and Sonya agreed to raise the issue with administration.
 - **Test Distribution:** Sonya planned to place the vocabulary test in Canvas or the Commons and make it available about a week in advance. Amy noted that Canvas is convenient, but prior syncing caused incorrect point values, so teachers should verify the setup. Teachers are responsible for administering and grading the test on schedule.

Follow-up tasks:

- **FAST Targets:** Update the reading plan's FAST supporting targets to reflect a three-percentage-point increase: 72% to 75% for ninth graders and 67% to 70% for tenth graders. (Sonya)
- **FAST Data Tracking:** Begin tracking FAST supporting-target data for the identified students. (Sonya, reading team)
- **Reading Program Placement:** Meet with the reading team to review MAP-based placements, identify students whose Read 180 placement does not meet their needs, and evaluate supplemental options such as Khan Academy or Albert.io. (Sonya, reading team)

- **PMP Reporting:** Raise teachers' concerns about the frequency of PMP log updates at the upcoming MTSS/progress-report meeting and obtain clarification on the required submission frequency. (Sonya)
- **Reading Plan Feedback:** Review the updated reading plan and send Sonya any needed corrections or additions. (Reading team)
- **College Testing Dates:** Add the PSAT date of October 14 and the NCRACT retake date of October 22 to the meeting notes. (Sonya)
- **Word-of-the-Day Workload:** Confirm with administration whether reduced-assignment students should complete 15 words instead of 10 when the extended list contains 31 words. (Sonya)
- **Word-of-the-Day Schedule:** Finalize the second-quarter word-of-the-day schedule with review days before exams and communicate the approved schedule to teachers. (Sonya)
- **Word-of-the-Day Materials:** Publish the word-of-the-day test materials in Canvas or Commons and notify teachers when they are available for review. (Sonya)