



ELEMENTARY SCHOOL STUDENT PROGRESSION PLAN (GRADES Pre-K ~ 5)

2016-2017

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Superintendent of Schools

One Voice. One Team. One Message.



The School Board of Charlotte County, Florida

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The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website.

The School Board of Charlotte County does not discriminate in educational programs, activities, or employment on the basis of race, color, religion, sex, national origin, age, marital status or handicap.
S.B.C.C. Policy 2260, 5730.

**ELEMENTARY SCHOOL
STUDENT PROGRESSION PLAN
TABLE OF CONTENTS**

I. SCHOOL ATTENDANCE.....	4
A. Prekindergarten.....	4
B. Kindergarten.....	4
C. First Grade.....	4
II. CURRICULUM AND INSTRUCTION.....	5
A. Curriculum.....	5
B. Homework.....	6
C. Reading Homework.....	7
III. ASSESSMENT/INSTRUCTIONAL SUPPORT AND PROGRESS MONITORING.....	7
A. Assessments.....	7
B. Instructional Support.....	9
C. Progress Monitoring.....	9
D. Multi-Tiered System of Supports (MTSS).....	9
E. Assessment of Reading Abilities of K-3 Students.....	11
IV. PROMOTION AND RETENTION.....	12
V. GRADE THREE READING AND RETENTION.....	13
A. Alternate Assessment and Guidelines for Use.....	14
B. Portfolio Documentation and Guidelines for Use.....	14
C. Parent or Guardian Notification of Student Retention in Grade 3.....	15
VI. SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS.....	15
VII. MID-YEAR PROMOTION FOR RETAINED THIRD GRADE STUDENTS.....	16
VIII. INTENSIVE ACCELERATION CLASS (ICA) FOR RETAINED THIRD GRADE STUDENTS.....	16
IX. GRADING AND REPORTING PROCEDURES.....	16
A. Reporting Student Progress.....	17
X. REPORT CARDS.....	17
XI. GRADING SCALE K-5.....	18
A. Grading Scale K-2.....	18
B. Grading Scale 3-5.....	19
XII. GRADES K-2 STANDARDS BASED REPORT CARDS.....	19
XIII. TEACHER TRANSFER REQUEST PROCESS.....	19

District Vision

Student Success!

District Mission

To promote character and competence in a positive learning culture that ensures success and inspires purpose for ALL.

Core Values

Collaboration

Integrity

Leadership

Excellence

Safety

SCHOOL ATTENDANCE [F.S. 1003.21]

The School Board believes that daily school attendance is essential to the educational success of each student. Students are expected to be in school and in class on time in order to receive full benefit from the instructional programs of the Charlotte County Public Schools. All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school year. For more information, see the CCPS Code of Student Conduct.

Prekindergarten [F.S. 1002.53(2)]

Each child who resides in the state who will have attained the age of 4 years on or before September 1 of the school year is eligible for the Voluntary Prekindergarten Education Program during either that school year or the following school year. The child remains eligible until the child is admitted to kindergarten, or unless he or she will have attained the age of 6 years by February 1 of any school year under [s.1003.21\(1\)\(a\)1](#).

Kindergarten [F.S. 1003.21 (2)]

Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

- Students must have received appropriate health examinations and immunization records as stated in Florida Law.
- The statewide kindergarten screening will take place the first 30 school days of each school year. [s.1002.69](#)

First Grade [F.S. 1003.21 (b)]

Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner to that applicable to other grades, shall progress according to the district's student progression plan.

CURRICULUM AND INSTRUCTION [F.S. 1003.42 (1)]

Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction. [\[F.S. 1003.42 \(2\)\]](#)

Charlotte County Public Schools provides all courses required and appropriate instruction designed to ensure that students meet State Board of Education adopted standards. There shall be instruction in every subject matter, field, topic or specific area required by law in accordance with the Florida Statutes and the Florida Department of Education

Curriculum

Students in kindergarten through grade 5 will be provided instruction at their appropriate instructional level(s) and will follow curricula that includes the following:

- English Language Arts (ELA): The Florida Standards
- Mathematics: The Florida Standards
- Science/Health
- Social Studies
- Physical Education

Other subjects in the curricula may include the following:

- Music
- Art
- Computer Technology (use of digital tools and applications)
- Personal/Social Development
- Science, Technology, Engineering and Mathematics (STEM)

Curricula shall be determined by the following:

- Laws of the State of Florida
- Next Generation Sunshine State Standards (NGSSS)
- The Florida Standards
- Topics of subject matter required by the State Board of Education:
 - African-American History Awareness of Handicaps
 - Career Awareness
 - Character Education
 - Civics
 - Critical Thinking/Problem Solving
 - Energy/Environmental Education
 - Health, Safety, Substance Abuse
 - Multi-cultural Awareness

- Holocaust Awareness
- Veteran Sacrifices
- Others as determined by state law
- Needs of students

Each school will offer instruction for English Language Learners that complies with the META Consent Decree and with the Charlotte District ELL/LEP Plan.

A variety of support services are available to students to help them meet the performance standards of each subject.

Homework

Homework is an extension of learning and is important for improved student achievement. Each school is expected to have homework guidelines tailored to its student population including a system for reviewing homework in an effort to promote learning. The following guiding principles regarding homework shall be considered:

- Homework is designed as an extension of school class work for the purpose of practice and reinforcement of classroom learning.
- Homework is purposeful and meaningful.
- Students should be able to successfully complete homework independently.
- There is a system for reviewing homework assignments that promotes learning.
- Parents shall be fully informed of the school's homework policy.
- It is expected that parents will instill in their children the responsibility to see that homework is completed and returned.

The book Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Pickering and Pollick (2001) identifies (9) instructional strategies that have a probability of enhancing student achievement at all levels. The following strategies are significant:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing efforts and providing recognition
- **Homework and practice**
- Non-linguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues and advanced organizers

As homework is a proven strategy in improving student achievement, it is important to look at the recommendations from the research. The research study identifies four areas to guide teachers in assigning homework:

1. The significance of homework on student achievement
2. The purposes for homework - *Homework should have a specific purpose, be familiar and connected to the standards being studied, and be relevant. The purpose could be for students to (1) practice or rehearse, to begin (2) preparation for the introduction of new content, or to (3) deepen knowledge and understanding (Marzano, 2001).*

3. The importance of providing feedback to students - *According to the research, homework must be commented on to be of value. When the teacher provides specific feedback on student work in writing, it enhances their achievement by 30 percentile points (Marzano, 2001). When it is checked by the teacher, even if checked through whole group discussion and participation, there is a gain of 28 percentile points in learning. It is recommended that teachers check and discuss homework to gather data and reteach as necessary.*

4. Parental involvement

Reading Homework

Students in elementary school should read or be read to at least 20 minutes each evening.

Strategies for Parents to Help Children Increase Reading Success

- Invite your child to read with you every day.
- When reading a book where the print is large, point word by word as you read. This will help your child learn that reading goes from left to right and understand that the word said is the word seen.
- Read your child's favorite book over and over.
- Read many stories with rhyming words and repeated lines. Invite your child to join in on repeating parts. Point, word by word, as your child reads along with you.
- Discuss new words. For example, "This big house is called a palace. Who do you think lives in a palace?"
- Stop and ask about the pictures and about what is happening in the story.
- Read from a variety of children's books, including fairy tales, song books, poems, and information books.

From Reading Tips for Parents, U.S. Department of Education Available online at

<http://www.ed.gov/parents/read/resources/readingtips/index.html> or call

1-800-USA-LEARN.

ASSESSMENT/ INSTRUCTIONAL SUPPORT AND PROGRESS MONITORING [F.S.1008.22, 1008.25]

Assessments

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction and by students, parents, and teachers to guide learning objectives.

Participation in the statewide testing program, which consists of the Florida Standards Assessments (FSA), Next Generation Sunshine State Standards (NGSSS), State End-of-Course (EOC) assessments and Florida Standards Alternate Assessments (FSAA) is mandatory for all K-12 students attending public schools.

Each child must participate in statewide, standardized assessments and district-required local assessments unless exempt under criteria established by the Commissioner of Education. For Exceptional Student Education (ESE), English Language Learners (ELL) students, and students who have a 504 plan, any

accommodations must be specified in their individual education plans. Each plan must state specifically which tests the student is expected to take and the accommodations(s) allowed for that test.

A school district may not schedule more than 5 percent of a student's total school hours in a school year to administer these assessments. [[F.S.1008.22 \(6\)\(d\)](#)]. The 5 percent test administration limit may be exceeded as needed to provide test accommodations that are required by an Individual Education Plan, 504 Plan or English Language Learner Plan.

In order to meet the state mandated requirements for assessment and progress monitoring, the following state and district-required assessments are used at the elementary level to help determine student achievement. Other formative assessments may also be used to help determine student progress and achievement. Required state and district assessments will be administered in accordance with the district-required assessment calendar.

*For specific District and State Assessments administration dates, please see the School Board Approved, [2016-2017 CCPS Assessment Calendar](#) located on our District Web Page.

<u>District Assessments</u>	Kindergarten	First	Second	Third	Fourth	Fifth
ELA	iReady & DRA	iReady & DRA	iReady & DRA	iReady	iReady	iReady
MATH	iReady	iReady	iReady	iReady	iReady	iReady
				Science	Science	Science
	Writing	Writing	Writing	Writing	Writing	Writing
<u>State Assessments</u>	FLKERS			FSA ELA & Mathematics	FSA ELA & Mathematics	FSA ELA & Mathematics
	ACCESS 2.0 for ELLs	ACCESS 2.0 for ELLs	ACCESS 2.0 for ELLs	ACCESS 2.0 for ELLs	ACCESS 2.0 for ELLs	ACCESS 2.0 for ELLs
						NGSSS Science

Instructional Support

Each student who does not meet specific levels of performance on required state and district assessments for ELA, mathematics, science, and social studies, shall be provided with scientifically researched-based interventions and support as indicated by additional diagnostic assessments used to determine the nature of the student's difficulty and areas of academic need. Support and intervention shall continue until performance expectations are met as documented by demonstrating mastery of standards, and/or passing the state assessment(s).

All instructional support shall include effective, research-based, standards-driven instruction. Instructional support in English Language Arts shall be continued until a student's reading and/or writing deficiency is remediated and shall include the following components:

- diagnosis/prescription targeted to specific skill development,
- variety of opportunities for repetitions (repeated exposures),
- smaller chunks of text or content,
- guided and independent reading practice,
- skill development and practice integrated into all activities,
- frequent monitoring

Progress Monitoring [F.S. 1008.25]

A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts, and mathematics must be covered by one of the following plans: [\[F.S. 1008.25 \(4\)\(b\)\]](#)

- A federally required student plan such as an individual education plan;
- A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
- An individual progress monitoring plan.

Progress monitoring of students identified as having a deficiency in English Language Arts, mathematics or science shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The progress monitoring must clearly identify:

- the student's specific diagnosed academic need(s) to be remediated,
- the desired level of performance,
- the instructional and support services that will be provided to meet the desired level of performance,
- the success-based intervention strategies to be used,
- how, when, how often, by whom and how long instructional support is to be provided, and
- the monitoring and reevaluation activities to be used.

Multi-Tiered System of Supports (MTSS)

The multi-tiered system of academic and behavioral supports relies on problem solving and data-based decision-making to improve educational outcomes and meet the academic and behavioral needs of all students. Multiple tiers of increasingly intense instruction intervention services are implemented and monitored.

Each intervention service for identified students shall be tailored to identify the individual assistance

deemed necessary to remedy a student’s diagnosed deficiencies. This support must clearly identify

- The specific diagnosed academic need(s),
- The success-based intervention strategies to be used,
- How, when, how often, by whom and how long intensive instruction is to be provided, and
- The monitoring and reevaluation activities to be employed.

CCPS has developed an Elementary School Early Warning System (EWS) based on available research to identify at-risk students as early as possible and to allow for the application of more effective prevention and early intervention services. Following are the indicators for grades K-2 and 3-5.

**Elementary School (Primary Years – Grades K-2)
Early Warning System Indicators**

On-Track Indicators	Course Performance	Attendance	Behavior
On Track ----- <i>Per Quarter</i> <i>Per Year</i>	N/A	0 to 2 absences in a quarter ----- 4% or less absences in a year	0 Office Discipline Referrals (ODRs) in a quarter ----- 2 or fewer ODRs in a year
At-Risk for Off Track ----- <i>Per Quarter</i> <i>Per Year</i>	N/A	3 to 4 absences in a quarter ----- 5% to 9% absences in a year	1 ODR in a quarter ----- 3 ODRs in a year
Off Track ----- <i>Per Quarter</i> <i>Per Year</i>	N/A	5 or more absences in a quarter ----- 10% or more absences in a year	2 or more ODRs in a quarter ----- 4 ODRs per year or 2 ODR’s in a semester

**Elementary School (Primary Years – Grades 3-5)
Early Warning System Indicators**

On-Track Indicators	Course Performance	Attendance	Behavior
<i>Per Quarter</i> On Track ----- <i>Per Year</i>	C or better in all classes	0 to 2 absences in a quarter ----- 4% or less absences in a year	0 Office Discipline Referrals (ODRs) in a quarter ----- 2 or fewer ODRs in a year
<i>Per Quarter</i> At-Risk for Off Track ----- <i>Per Year</i>	1 or more D in any class	3 to 4 absences in a quarter ----- 5% to 9% absences in a year	1 ODR in a quarter ----- 3 ODRs in a year
<i>Per Quarter</i> Off Track ----- <i>Per Year</i>	Failing 1 or more classes (F)	5 or more absences in a quarter ----- 10% or more absences in a year	2 Or more ODRs in a quarter ----- 4 ODRs per year or 2 ODRs in a semester

Assessment of Reading Abilities of K-3 Students [F.S.1002.20]

Each elementary school shall regularly assess the reading ability of each K-3 student. Any student who exhibits a substantial deficiency in reading based upon locally determined or state-wide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observation must:

[F.S.1008.25(5)(a)(b)(c)]

- Be monitored and given immediate intensive reading instruction that must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. If a student’s reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained unless he or she is exempt from mandatory retention for good cause.

Parent(s) of any K-3 student who exhibits a reading deficiency must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading.
- A description of the current services that are provided to the child
- A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

- Strategies for parents to use in helping their child succeed in reading proficiency.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- The district's specific criteria for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

PROMOTION AND RETENTION [F.S. 1008.25]

Student promotion and retention decisions consider the effectiveness of core instruction, mastery of the Florida Standards and the Next Generation Sunshine State Standards. Instruction will address the skills and competencies that a student must master in order to be promoted. Proficiency in English Language Arts, mathematics, science, and social studies is measured by statewide, standardized assessments, end of course exams, and the district assessments.

- No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.
- Each student's progression from one grade level to the next is based upon the student's mastery of the standards in English Language Arts, mathematics, science and social studies as assessed by classroom work, portfolio, teacher observation, teacher assessments, and data from required district and state assessments.
- Promotion for K-5 students will not be based solely on the basis of a single test/method except in grade 3. Grade three students who do not score at level 2 or higher on the statewide standardized assessment for English Language Arts will be retained except for those students who are promoted for good cause.
- No promotion or retention decisions may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular districts' formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through the action of an ELL/LEP committee. This committee meeting is held prior to Good Cause decision affecting ELL/LEP students.
- The primary responsibility for determining and documenting each student's level of performance and ability to function academically, socially, and emotionally at the next grade level is that of the student's teacher(s), subject to review and approval of the school principal.
- The following are considered when retention of a student is a possibility:
 - FSA Scores (when available);
 - For any third, fourth or fifth grade student who does not receive a score on the FSA English Language Arts assessment, the following will apply;
 - A Student Support Team will convene to determine and document the student's level of performance ability by the end of the school

year. The decision for student progression to the next grade level will consider the student's mastery of the Florida Standards and the student's response to evidence-based instruction and intervention.

- The Student Support Team will analyze various data points to include, but not be limited to the following: contents of the student's cumulative record, progress monitoring plan that was developed for the student (and with the involvement of the parent) who was determined to have a substantial deficiency in reading, parent conferencing records, results of any formative, summative, or district required assessments, teacher observations, portfolio reviews, alternative standardized reading or English Language Arts assessments approved by the State Board of Education.
 - The Student Support Team's review and recommendation for promotion will be submitted and discussed with the school principal. The principal will review the recommendation and make a determination as to whether the student should be promoted or retained.
 - The principal's recommendation will be made in writing to the superintendent or designee who in turn shall accept or reject the principal's recommendation in writing.
 - Alternative Assessment Scores for Grade 3 (when available);
 - Progress Monitoring provided through the MTSS process and formative or district required assessments;
 - Report card;
 - Support services (before, during and/or after school programs);
 - Title 1 services;
 - Exceptional Student Education services (ESE);
 - English Language Learner services (ELL); and
 - Prior retentions.
- Any child being considered for retention should be referred to the Student Support Team who will analyze the contents of the cumulative record prior to the recommendation for retention. The team will also gather input from related classroom teachers and other appropriate school personnel.
 - When a child is being considered for retention, parent(s) and/or guardians must be advised immediately through a parent conference at which time future program modifications will be discussed.
 - A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs and learning style.
 - The principal has the final authority to determine the placement of students except for good cause promotions at grade three, which must be reviewed by the superintendent or designee.

GRADE THREE READING AND RETENTION [F.S. 1008.25 (5)(b), (6)(b), SB Rule 6A-1.094221 F.A.C.]

A grade 3 student scoring at Level 1 on the reading portion of the FSA must be retained unless exempted from retention for good cause. Students qualifying for one of the following seven good cause exemptions

may be promoted. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than two (2) years of instruction in an English for speakers of Other Languages program.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with requirements of State Board of Education Rule.
3. Students who demonstrate an acceptable level of performance on an alternate standardized reading assessment approved by the State Board of Education.

Alternate Assessment and Guidelines for Use

The standardized assessment to be used for promotion, as well as the achievement level percentile for promotion, will be determined by the Department of Education. The earliest the alternate assessment may be administered for student promotion purposes is following administration of the grade 3 statewide English Language Arts Florida Standards Assessment (prior to the end of the school year) and at the end of Summer Reading Camp.

4. A student who demonstrated through a student portfolio that he or she is reading on grade level as evidenced through mastery of the Language Arts Florida Standards in reading equal to at least Level 2 performance on the grade three statewide English Language Arts Florida Standards Assessment.

Portfolio Documentation and Guidelines for Use

To promote a student using a student portfolio as a good cause exemption, the student portfolio must meet the following criteria:

- Be selected by the student's teacher,
 - Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,
 - Include evidence that the standards assessed by the grade three statewide English Language Arts Florida Standards Assessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments.
 - Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade three statewide English Language Arts Florida Standards Assessment. For each standard, there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example, and
 - Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
5. Students with disabilities who participate in the statewide English Language Arts Florida Standards Assessment and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrate a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3.
 6. Students who have received intensive reading intervention for two or more years but still

demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

7. Students who have received intensive remediation in reading and English Language Arts for two or more years, but who still have a deficiency in reading and have already been retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

Requests for good cause exemptions from the retention requirement for grade 3 students must include:

[\[F.S.1008.25 \(6\)\(c\)\]](#)

- Documentation submitted from the student’s teacher to the principal indicating that the promotion of the student is appropriate and is based upon the student’s academic record, progress monitoring data, the Individual Education Plan (IEP), if applicable, report card, and/or student portfolio, and
- Discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained.

If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the superintendent. The superintendent shall accept or reject, in writing the school principal’s recommendation.

Parent or Guardian Notification of Student Retention in Grade 3 [F.S. 1008.25 (b)(2)]

Each school shall provide written notification to the parent or guardian of any student retained in grade 3 due to a reading deficiency as evidenced by not scoring a minimum Level 2 on the Grade three statewide English Language Arts Florida Standards Assessment, that his/her child has not met the proficiency level required for promotion, and the reasons the child is not eligible for a good cause exemption. The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS [F.S. 1008.25 (7)]

Any student retained in third grade due to a reading deficiency as required by [\[F.S. 1008.25 \(5\)\(b\)\]](#) must be provided intensive interventions/instructional services and supports to remediate the identified areas of reading deficiency. The intensive interventions/instructional services must include the following:

- Intensive instructional supports
- Provide the student(s) with a Highly Effective Teacher
- Participation in Summer Reading Camp
- A minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which included phonemic awareness, phonics, fluency, vocabulary and comprehension and other strategies prescribed for the student which may include, but are not limited to:
 - Integration of science and social studies content within the 90-minute block
 - Small group instruction

- Reduced teacher-student ratios
- More frequent progress monitoring
- Tutoring or mentoring
- Transition classes containing 3rd and 4th grade students
- Extended school day, week, or year

MID-YEAR PROMOTION FOR RETAINED THIRD GRADE STUDENTS [F.S. 1008.25 (7)(b)(3)]

Any student retained in third grade may be eligible for mid-year promotion under the following conditions:

- The student can demonstrate that he or she is a successful and independent reader and performs at or above grade level in reading; and has an assessment portfolio, which demonstrates mastery of the third grade standards.
- Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student’s progress is sufficient to master appropriate grade 4 level reading skills.

INTENSIVE ACCELERATION CLASS (IAC) FOR RETAINED THIRD GRADE STUDENTS [F.S. 1008.25 (7)(b)(5)]

Any student in grade 3 who scored at Level 1 on the FSA identified in [s.1008.22, F.S.](#) and who was retained in grade 3 the prior year shall have an Intensive Acceleration Class (IAC) The focus of the Intensive Acceleration Class shall be to increase a child’s reading and English Language Arts skill level at least two grade levels in 1 school year. The Intensive Acceleration class shall:

- Have a reduced teacher-student ratio.
- Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas.
- Use a reading program that is scientifically researched based and has proven results in accelerating student reading achievement within the same year.
- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

GRADING AND REPORTING PROCEDURES [F.S. 1003.33]

Charlotte County Public Schools offers a standards-based curriculum. The curriculum at all schools is based on the Florida Standards. These standards specify what students should know and be able to do. In a standards-based system, grades should be an indicator of the level of mastery of benchmarks and standards during and at the conclusion of a learning sequence.

Reporting Student Progress [F.S.1008.25]

Parents can view grades by registering with the District FOCUS Parent Portal. Parents may also view student academic, behavior, assessments and interventions data over multiple school years on Edis' School and Family Portal using the same ID and password used for FOCUS. The software will automatically translate all communications to a family's native language allowing greater collaboration between parents and teachers. Student data is displayed in a meaningful way as their child progresses towards college and career readiness.

Interim progress reports shall be issued to all students at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar.

Good communication concerning student progress is informative, purposeful, and ongoing. Student progress will be reported to parents in the following ways:

- Teacher/parent or student led conferences
- Periodic informal and written or oral communications
- Interim reporting at least once per marking period for all students and on a daily, weekly, or as-needed basis for students experiencing difficulty
- Student progress reporting which includes mastery of standards data in ELA, mathematics, science, and social studies as gathered through the following:
 - Classroom work
 - Observations
 - Portfolios
 - Classroom assessments
 - District assessments, when appropriate
 - State assessments, when appropriate
- Report Cards which clearly depict and evaluate the following:
 - The student's mastery of Florida Standards
 - The student's attendance, including absences and tardies
 - The student's conduct and behavior
 - Indication to parents when a student is working at a level below that expected for his/her assigned grade placement
 - Grades which reflect
 - Mastery of performance standards as outlined in the state course descriptions
 - Mastery of standards' levels in English Language Arts, mathematics, social studies and science as appropriate; and
- Annual report of student progress towards achieving state and district expectations for mastery of standards in English Language Arts, mathematics, social studies and science, based on results of district and state wide testing; and
- For ESE and ELL students, the report will include progress towards achievement of all goals and objectives.

REPORT CARDS [F.S. 1003.33]

It is the firm belief of Charlotte County Public Schools that excellence in education requires community commitment, and one of the cornerstones of this belief is communication between home and school. Report cards provide the student and the student's parents with an objective evaluation of scholastic achievement with indicators of progress. All schools use the district approved report card as the primary means of

reporting student progress. Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards are issued for all elementary school, middle school, and high school students. Report cards must clearly depict and grade:

- The student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level.
- The student's conduct and behavior.
- The student's attendance, including absences and tardiness.

A student's final report card for a school year shall contain a statement indicating end-of-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Elementary Report Cards are issued as follows:

- Grades K-5 – four times annually; and
- Year Round School Grades K-5 – three times annually.
- All schools use report cards as the primary means of reporting student progress.
- Selected programs utilize a standardized reporting insert in combination with the report card.
- Report cards give an annual report of student progress toward achieving state and district expectations for mastery of standards in English Language Arts, mathematics, science, and social studies.
- For students with disabilities, the report card will include progress toward achievement of Individual Education Plan (IEP) goals and objectives.
- For ELL students, progress should be communicated in a language that the parents understand, whenever feasible.

GRADING SCALE K-5

Grading Scale K-2

- Student performance indicators are as follows:
 - - Outstanding
 - S - Satisfactory
 - I - Some progress made, but improvement is needed
 - U - Unsatisfactory
- Rated areas of Performance are Language and Literacy, mathematics, science, social studies and personal/social.
- Other basics such as are, music, STEM and physical education are rated as follows:
 - - Outstanding
 - S - Satisfactory
 - I - Some progress made, but improvement is needed
 - U - Unsatisfactory

Grading Scale 3-5

- Letter grades for English Language Arts and mathematics, science, social studies are based on the following numerical scale:
 - A = 90-100
 - B = 80-89
 - C = 70-79
 - D = 60-69
 - F = 0-59
- Other basics such as are, music, STEM and physical education are rated as follows:
 - O - Outstanding
 - S - Satisfactory
 - I - Some progress made, but improvement is needed
 - U - Unsatisfactory

GRADES K-2 STANDARDS BASED REPORT CARDS

Standards based report cards are used to report student progress in kindergarten and first grade at all elementary schools and for grade 2 in the following schools: East Elementary, Liberty Elementary, Sallie Jones Elementary and Vineland Elementary. Mastery of standards in English Language Arts, Mathematics, Science and Social Studies is reported using a four-point rubric:

- 4 - Exceeds Standard
- 3 - Meets Standard
- 2 - Progressing Toward Standard
- 1 - Beginning Demonstration of Standard

- Other basics such as art, music, STEM and physical education are rated as follows:
 - E - Excellent
 - S - Satisfactory
 - N - Needs improvement

TEACHER TRANSFER REQUEST PROCESS [F.S. 1003.3101, 1012.42]

For more information, please refer to the 2016-2017 Student Progression Plan ~ Introduction.

