



**ELEMENTARY SCHOOL
STUDENT PROGRESSION PLAN
(GRADES PK ~ 5)**

2024-2025

**Mark Vianello
Superintendent of Schools**



ELEMENTARY SCHOOL STUDENT PROGRESSION PLAN



The School Board of Charlotte County, Florida

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The *Student Progression Plan* is governed by Florida state statute, State Board of Education rule, and School Board policy. All content found within the *Student Progression Plan* is subject to change due to School Board or legislative action. Updated annually, the *Student Progression Plan* is posted on the district's website and distributed to all schools for use in decision-making and developing school-based procedures.

The School Board of Charlotte County does not discriminate (including anti-Semitism [as defined in Bylaw 0100]) on the basis of race, ethnicity, color, national origin, sex (including sexual orientation, gender status, or gender identity), recognized disability, pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively, "protected classes") in its programs and activities, including employment. The School Board also ensures equal access for Boy Scouts of America and other identified patriotic youth groups, as required by 34 C.F.R. §108 (Boy Scouts Act). (School Board Policy [1122](#), [3122](#), [4122](#), [2260](#)) The District Title IX Coordinators and Equity Compliance Officers for the District are Adrienne McElroy (Assistant Superintendent for Human Resources and Labor Relations), available at (941) 255-0808, Michael Desjardins (Assistant Superintendent for School Support), available at (941) 255-0808, and Justin Boudreau (Director of Human Resources), available at (941) 255-0808. The District Section 504 Compliance Officer and ADA Coordinator is Rebecca Marazon (Coordinator of Psychological Services), available at (941) 255-0808. (School Board Policy [2260](#))



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District Vision *Success for All!*

District Mission

To educate, inspire, and support all students to build stronger communities.

Core Values

Empowerment
Community
Collaboration
Communication
Integrity
Resilience
Innovation
Safety

SCHOOL ATTENDANCE [F.S. 1003.21]

The School Board believes that daily school attendance is essential to the educational success of each student (School Board Policy 5200). 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 (CCPS). Research has shown that 10% or more of instructional time missed by students is an early warning indicator for possible academic struggles; this measure is used to define chronic absenteeism nationwide.

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.

All absences must be reported and explained by a parent or guardian within two (2) school days after the student's return to school. 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](#)



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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):
 - Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs. Data from the results of progress monitoring and formative assessments will guide differentiation of instruction and interventions in the classroom.
 - Reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:
 - Six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
 - Four (4) types of classroom assessments: screening, progress monitoring, diagnostic, and summative assessment;
 - Three (3) tiers of instruction that are standards-aligned; include accommodations for students with a disability, students with an Individual Education Plan (IEP), and students who are English Language Learners; incorporate the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii).



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- Core Instruction (Tier 1): provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
- Supplemental Instruction/Interventions (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- Intensive Individualized Instruction/Intervention (Tier 3): provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency as defined in subsection (10) of SBE Rule 6A-6.053, *District K-12 Comprehensive Evidence-Based Reading Plan*. All intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading in accordance with Section (s.) 1011.62(8)(e), F.S., or instructional personnel pursuant to s. 1012.01(2), F.S., who possess a literacy micro-credential. For instructional personnel who possess a literacy micro-credential and provide intensive reading interventions, supervision must be provided by an individual certified or endorsed in reading in accordance with Section (s.) 1011.62(8)(e), F.S., or instructional personnel pursuant to s. 1012.01(2), F.S., who possess a literacy micro-credential.

For more information regarding K-5 English Language Arts curriculum and instruction, please refer to Charlotte County Public Schools' K-12 Comprehensive Evidence-Based Reading Plan, or contact the Director for Elementary Learning.

- Mathematics
- Science/Health
- Social Studies
- Physical Education

Each district school board shall provide 150 minutes of physical education each week for students in kindergarten through grade 5 so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day. [F.S. 1003.455 (3)]

Each district board shall provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day. [F.S. 1003.455(6)].

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



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- State Academic Standards
- The B.E.S.T. Standards
- Required Instruction (Section 1003.42, F.S.):

Members of the instructional staff at all 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 historical accuracy. [Rule 6A-1.094124](#), *Required Instruction Planning and Reporting* states the following: “Efficient and faithful teaching of the required topics must be consistent with the State Academic Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country, as already provided in Section 1003.42(2), F.S. Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments.

Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the State Academic Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

Following the prescribed courses of study, and employing approved methods of instruction, members of the instructional staff shall teach the following, per [Section 1003.42\(2\)](#), F.S.:

- a. The history and content of the Declaration of Independence.
- b. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
- c. The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
- d. Flag education, including proper flag display and flag salute.
- e. The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- f. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.



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- g. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(8), and the prevention of anti-Semitism. The second week in November shall be designated as “Holocaust Education Week.”
- h. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force or from any state or nationally recognized African-American educational organizations. The department may contract with any state or nationally recognized African-American educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.
- i. The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.
- j. The elementary principles of agriculture.
- k. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.



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- l. Kindness to animals
- m. The history of the state
- n. The conservation of natural resources
- o. Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:
 1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:
 - a. Injury prevention and safety,
 - b. Internet safety,
 - c. Nutrition,
 - d. Personal health,
 - e. Prevention and control of disease,
 - f. Substance use and abuse,
 - g. Prevention of child sexual abuse, exploitation, and human trafficking.
 2. For students in grades 7 through 12, teen dating violence and abuse. This component must include but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abusive behavior, and community resources available to victims of dating violence and abuse.
 3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.
 4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:
 - a. Self-awareness and self-management.
 - b. Responsible decision-making.
 - c. Resiliency.
 - d. Relationship skills and conflict resolution.
 - e. Understanding and respecting other viewpoints and backgrounds.
 - f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

- i. Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
- j. The study of Hispanic contributions to the United States
- k. The study of women's contributions to the United States
- l. The nature and importance of free enterprise to the United States economy
- m. Civic and character education on the qualities and responsibilities of patriotism and-citizenship including, respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s.101.151(9).
- n. In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such



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instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other school-wide character building and veteran awareness initiative meets this requirement.

Each school district must submit an implementation plan to the commissioner and post the plan on the school district's website. The implementation plan must include all of the following:

- The methods in which instruction will be delivered for each grade level.
- The professional qualifications of the instructional personnel.
- A description of the instructional materials.

The commissioner or the department must notify a school district if its implementation plan or reported instruction do not meet the requirements of established rules. The school district has a minimum of 45 days after receipt of such notice to submit revisions to its implementation plan to the department. The State Board of Education may initiate any of the actions under s. 1008.32(4) if a school district fails to comply with the requirements of established rules.

Instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

- No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
- No race is inherently superior to another race.
- No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
- Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

Note: The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as "Stories of Inspiration" and made available to schools.



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Substance Use and Abuse Education [SBE Rule 6A-1.094124]

The district will annually provide instruction to students in grades K-12 related to youth substance use and abuse health education. Using the health education standards adopted in [Rule 6A-1.09401, F.A.C., Student Performance Standards](#), the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.

Child Trafficking Prevention Education [SBE Rule 6A-1.094124]

The school district will annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness. Using the health education standards adopted in [Rule 6A-1.09401, F.A.C., Student Performance Standards](#), the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building.

Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:

1. Recognition of signs of human trafficking;
2. Awareness of resources, including national, state and local resources;
3. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
4. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
5. Information on how social media and mobile device applications are used for human trafficking.

In order to assist with instruction, the FDOE will maintain a human trafficking webpage, located at <http://www.fldoe.org/schools/healthy-schools/human-trafficking.stml>, with information about the education described in this rule; resources on abuse, including sexual abuse, and human trafficking prevention for professional learning purposes; and materials for parents, guardians, and other caretakers of students.

By December 1 of each year, the school district will submit an implementation plan to the commissioner through the Required Instruction Reporting Portal and post the plan on the school district website. The implementation plan must include:

1. The methods in which instruction will be delivered for each grade level;
2. The professional qualifications of the person delivering instruction; and
3. A description of the materials and resources utilized to deliver instruction.

Reproductive Health and Disease Education [F.S. 1003.42]

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. The school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The homepage must include a link for a student's parent to access and review the instructional materials used to teach the curriculum.

A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

All materials used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, must be approved by the department (FLDOE).



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English Language Learners

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.

Student Welfare [1001.42, F.S. and SBE Rule 6A-10.081]

Classroom instruction by school personnel or third parties on sexual orientation or gender identity in prekindergarten through grade 8 is prohibited, except when required by ss. 1003.42(2)(n)3 “For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy” and 1003.46 “Health education; instruction in acquired immune deficiency syndrome.” If such instruction (sexual orientation or gender identity) is provided in grades 9-12, the instruction must be age-appropriate or developmentally appropriate for students in accordance with state standards. This applies to charter schools.

To complement F.S.1001.42(8), State Board of Education Rule 6A-10.081 *Principles of Professional Conduct for the Education Profession in Florida* ensures educators are teaching to the standards, as outlined in Florida’s state academic standards (Rule 6A-1.09401). The Rule provides that educators “*Shall not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by Sections 1003.42(2)(n)3 and 1003.46, F.S. and shall not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in Rule 6A-1.09401, F.A.C., or is part of a reproductive health course or health lesson for which a student’s parent has the option to have his or her student not attend.*”

Violation of State Board of Education Rule 6A-10.081, *Principles of Professional Conduct for the Education Profession in Florida* may result in a sanction against the educator’s Florida Educator Certificate.

The Selection and Use of School Library Media Centers & Classroom Library Collections [F.S. 1006.28]

The school district continues to increase its transparency and accountability for selecting and using instructional materials and developing school library and classroom library collections. Administrative procedures for the following actions are followed:

- All school librarians, media specialists, and other personnel involved in the selection & maintenance of school district library materials, classroom libraries, or materials maintained on a reading list will complete the training program developed by the state before reviewing and selecting age-appropriate materials and library resources.
- Each book made available to students through a school district library media center, classroom library, or included in a recommended or assigned school or grade-level reading list will be selected by a school district employee who holds a valid educational media specialist certificate, regardless whether the book is purchased, donated, or otherwise made available to students.
- District-wide procedures for developing library media center collections, including classroom libraries, are implemented and posted on the website of each school within the district.
- Each elementary school will publish on its website, in a searchable format prescribed by the state, a list of all materials maintained and accessible in the school library media center, classroom library, or required as part of a school or grade-level reading list.



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- The district will publish on its website the process for a parent to limit his or her student's access to materials in the school or classroom library.
- The district will publish on its website, in a searchable format prescribed by the state, a list of all instructional materials, including those used to provide instruction required by s.1003.42 (required instruction).
- The district will provide public review access to all non-adopted instructional materials (excluding teacher editions) in accordance with s.1006.283(2)(b)8.a. and request school board approval prior to purchase.
- The district will annually report to the Commissioner of Education and identify in the superintendent's annual certification of approved instructional materials programs, materials for which the school district received an objection for the school year, the specific objection thereto, and each material that was removed or discontinued as a result of the objection, including the grade level and course for which a removed or discontinued material was used, as applicable. The report will also identify each material that was not removed or discontinued and the rationale for not removing or discontinuing the material.

The school principal is responsible for overseeing compliance with school district procedures for selecting and using non-adopted instructional materials and school library media center materials, including classroom libraries, at the school to which they are assigned.

For more information regarding these administrative procedures, please refer to the *Charlotte County Public School's Instructional Materials and School Library Media Center Policies & Administrative Procedures Plan*.

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 Pollock (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



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- 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:

<https://www2.ed.gov/parents/academic/involve/2006toolkit/read-en.html>

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.



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Participation in the statewide, standardized assessment program required under 1008.22 which includes the coordinated screening and progress monitoring system, the Florida’s Assessment of Student Thinking (FAST) in ELA and Mathematics, State End-of-Course (EOC) assessments, the statewide, standardized science assessments, and the Florida Alternate Assessments (FAA) is mandatory for all VPK-12 students attending public schools.

Each child must participate in statewide, standardized assessments, the coordinated screening and progress monitoring system, the Florida’s Assessments of Student Thinking (FAST), and district-required local assessments unless exempt under criteria established by the Commissioner of Education. For eligible students identified as 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 \(7\)\(d\)\]](#). 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.

The Florida Alternate Assessment (FAA) is designed for students with the most significant cognitive disabilities and whose participation in the general statewide assessment is not appropriate, even with accommodations, assistive technology or accessible instructional materials. The Florida Alternate Assessment measures student academic performance on the Access Points – Alternate Academic Achievement Standards (AP-AAA) in English Language Arts, mathematics, science and social studies. Access Points reflect the essence or core intent of the standards that apply to all students in the same grade with reduced levels of complexity. Like the alternative assessment, Access Points are academic expectations written specifically for students with the most significant cognitive disabilities. IEP Teams are responsible for determining whether students with disabilities will be assessed with the FAST or with the FSAA based on criteria outlined in [Rule 6A-1.0943\(4\), Florida Administrative Code \(F.A.C.\)](#)

*For specific District and State Assessments administration dates, please see the School Board Approved 2024-2025 *Uniform Statewide Assessment Calendar* located on the district’s website.

<u>District Interim Assessments</u>	Kindergarten	First	Second	Third	Fourth	Fifth
ELA	DRA Mondo Oral Language	DRA Mondo Oral Language	DRA	FAST PM1 & PM2	FAST PM1 & PM2	FAST PM1 & PM2



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MATH	FAST PM1 & PM2	FAST PM1 & PM2	FAST PM1 & PM2	FAST PM1 & PM2	FAST PM1 & PM2	FAST PM1 & PM2
SCIENCE				Mastery Connect	Mastery Connect	Mastery Connect
<u>State Assessments</u> Florida's Assessment of Student Thinking (FAST) (PM1, PM2, and PM3)	VPK and Kindergarten PM1, PM2, & PM3 Renaissance Learning's Star Early Literacy for VPK; Star Early Literacy/Reading and Math	First PM1, PM2, & PM3 Renaissance Learning's Star Early Literacy for VPK; Star Early Literacy/Reading and Math	Second PM1, PM2, & PM3 Renaissance Learning's Star Early Literacy for VPK; Star Early Literacy/Reading and Math	Third PM1, PM2, & PM3 (summative assessment for accountability) Cambium Assessment Incorporated (CAI) through the Test Delivery System (TDS)	Fourth PM1, PM2, & PM3 (summative assessment for accountability) Cambium Assessment Incorporated (CAI) through the Test Delivery System (TDS)	Fifth PM1, PM2, & PM3 (summative assessment for accountability) Cambium Assessment Incorporated (CAI) through the Test Delivery System (TDS)
	ACCESS for ELLs Alternate ACCESS for ELLs	ACCESS for ELLs Alternate ACCESS for ELLs	ACCESS for ELLs Alternate ACCESS for ELLs	ACCESS for ELLs Alternate ACCESS for ELLs	ACCESS for ELLs Alternate ACCESS for ELLs	ACCESS for ELLs Alternate ACCESS for ELLs
						Statewide Standardized Science Assessment FAA Science

Instructional Support

Each student who does not meet specific levels of performance on required statewide, standardized assessments, the coordinated screening and progress monitoring system under 1008.25(8)(b)(2), and district required local assessments for ELA, mathematics, science, and social studies, shall be provided with scientifically evidence -based interventions, instructional materials, strategies 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, evidence-based, standards-driven instruction. Instructional support and intervention practices in English Language Arts shall be grounded in the science of reading and 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,



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· frequent monitoring

Reading Achievement Initiative for Scholastic Excellence (RAISE) [SBE Rule 6A-6.0531]

In accordance with s.1008.365, F.S., RAISE is established within the Department of Education to provide instructional support in implementing evidence-based reading instruction and interventions in order to improve student reading achievement. A school serving students in kindergarten through grade 5 must be identified for supports, regardless of its school grade if:

- Fifty (50) percent of its students who take the statewide, standardized English Language Arts FAST assessment (PM3) score below a Level 3 for any grade level; or
- Progress monitoring data collected from the coordinated screening and progress monitoring system (PM1 and PM2) shows that fifty (50) percent or more of the students are not on track to pass the statewide, standardized grade 3 English Language Arts FAST assessment for any grade level kindergarten through grade 3; and
- At least ten (10) students are present for both the second and third full-time equivalent (FTE) survey periods as specified in Rule 6A-1.0451, F.A.C., and who are still enrolled at the time of statewide, standardized testing.

A school identified for RAISE based on the established criteria must:

- Receive support from a State Regional Literacy Director on improving implementation of evidence-based practices and curriculum, instruction and intervention, and reading assessments as delineated in the district's K-12 Comprehensive Evidence-Based Reading Plan and the reading portion of school improvement plans for schools identified for RAISE supports.
- State Regional Literacy Directors monitor district-level, school-level and classroom-level data to help provide differentiated support including:
 - Professional learning, aligned to the science of reading and evidence-based strategies
 - Initial and ongoing professional learning and support for effective implementation of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts;
 - Professional learning and support for building capacity of school-level literacy leadership teams
 - Professional learning and support for literacy coaches
 - Assistance with:
 - Data-informed instructional decision-making using progress monitoring and other appropriate data;
 - Selection and consistent, coordinated use of high-quality instructional materials and supplemental materials;
 - Reading instruction in other core subject area curricula, with an emphasis on civic literacy; and
 - A multi-tiered system of supports in order to provide students effective interventions and identify students who may require an evaluation for special educational services, including identifying characteristics of conditions that affect phonological processing, such as dyslexia.
- Implement a school improvement plan pursuant to explicitly address strategies for improving reading performance.



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Progress Monitoring Students with Reading and Mathematics Deficiencies [F.S. 1008.25]

A student who is not meeting the school district or state requirements for grade-level 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.

A student who is identified as having a substantial reading deficiency or a substantial mathematics deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The individualized progress monitoring plan shall include, at a minimum:

- The student's specific, identified reading or mathematics skill deficiency.
- Goals and benchmarks for student growth in reading or mathematics.
- A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
- For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
- Strategies, resources and materials that will be provided to the student's parents to support the student to make reading or mathematics progress.
- Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

The parents of any PK-3 student who exhibits a substantial reading deficiency or the characteristics of dyslexia or any PK-4 student who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia shall be immediately notified of the student's deficiency and consulted in the development of a plan, as described in s. 1008.25 (4) (b).

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 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 and/or behavioral 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.

The necessary components of MTSS, including data tracking, intervention development, progress monitoring, and documentation of the problem-solving process are completed within the Education Intelligence System (EDIS).

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



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early intervention services. Following are the indicators for grades K-5.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in school or out of school;
- Course failure in English language arts or mathematics during any grading period; and
- A Level 1 score on the statewide, standardized assessments in English language arts or mathematics.
- For students in pre-kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a) or, for students in pre-kindergarten through grade 4, a substantial mathematics deficiency under s. 1008.25(6)(a).

Elementary School (Primary Years - Grades PK-5) Early Warning System Indicators

On-Track

	PreK-K	1	2	3	4	5
Attendance	Attendance 90% or better	Attendance 90% or better	Attendance 90% or better	Attendance 90% or better	Attendance 90% or better	Attendance 90% or better
Behavior	0 Suspensions (ISS or OSS)	0 Suspensions (ISS or OSS)	0 Suspensions (ISS or OSS)	0 Suspensions (ISS or OSS)	0 Suspensions (ISS or OSS)	0 Suspensions (ISS or OSS)
Course Performance				C or better in all classes	C or better in all classes	C or better in all classes
FAST Assessments					ELA Level 3 or higher	Math & ELA Level 3 or higher
Math Deficiency	Above the 40th percentile	Above the 40th percentile	Above the 40th percentile	Above the 40th percentile	Above the 40th percentile	
Reading Deficiency	Above the 40th percentile	Above the 40th percentile	Above the 40th percentile	Above the 40th percentile	Above the 40th percentile	Above the 40th percentile

Off-Track



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	PreK-K	1	2	3	4	5
Attendance	Attendance below 90%	Attendance below 90%	Attendance below 90%	Attendance below 90%	Attendance below 90%	Attendance below 90%
Behavior	1 or more Suspensions (ISS or OSS)	1 or more Suspensions (ISS or OSS)	1 or more Suspensions (ISS or OSS)	1 or more Suspensions (ISS or OSS)	1 or more Suspensions (ISS or OSS)	1 or more Suspensions (ISS or OSS)
Course Performance				Course failure in English Language Arts or Mathematics during any grading period	Course failure in English Language Arts or Mathematics during any grading period	Course failure in English Language Arts or Mathematics during any grading period
FAST Assessments					ELA Level 1	Math or ELA Level 1
Math Deficiency	Below the 10th percentile	Below the 10th percentile	Below the 10th percentile	Below the 10th percentile	Below the 10th percentile	
Reading Deficiency	Below the 10th percentile	Below the 10th percentile	Below the 10th percentile	Below the 10th percentile		

SBE RULE: *Per HB 7039 (2023 Legislative Session: “The State Board of Education shall identify by rule guidelines for determining whether a student in pre-kindergarten through grade 4 has a substantial deficiency in mathematics.*

A school-based team will be responsible for implementing and monitoring the data from the early warning system. The team may include a school social worker and/or school psychologist. The team, in consultation with the student’s parent, shall determine appropriate intervention strategies for the student, unless the student is already being served by an intervention program at the direction of a school-based, multidisciplinary team. Data and information relating to a student’s early warning indicators must be used to inform intervention strategies provided to the student



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

Each elementary school shall regularly assess the reading ability of each PK-3 student. Any student who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; state-wide assessments; teacher observations, must: [F.S.1008.25(4)(c)(5)(a)(b)(c)]

- Be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both if necessary.
- Be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. The department shall provide a list of state examined and approved comprehensive reading and intervention programs. The intervention programs shall be provided in addition to the comprehensive core reading instruction that is provided to all students in the general education classroom. Dyslexia-specific interventions shall be provided to students who have the characteristics of dyslexia. The reading intervention programs must to all of the following:
 - Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.
 - Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, sight words, vocabulary, or comprehension.
 - Be implemented during school hours.
- A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a monitoring plan is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation is conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490, F.S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.
- Be monitored and given immediate intensive interventions 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 [F.S.1008.25(5)(b)].

Reading Deficiency and Parental Notification [F.S. 1008.25(5)(a)(d)1-9]

The State Board of Education shall identify by rule guidelines the determination of whether a student in prekindergarten through grade 3 has a substantial deficiency in reading.

In accordance with Rule 6A-6.053, Florida Administrative Code (F.A.C.), a prekindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan, and beginning in the 2022-2023 school year, students scoring at the lowest achievement



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level/benchmark on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S.;

- The student scores at the lowest achievement level/benchmark during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan, and beginning in the 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S.; or
- The student has demonstrated through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

- That his or her child has been identified as having a substantial deficiency in reading including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child
- A description of the proposed intensive interventions 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, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- 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 school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever comes first.
- 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. After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communication must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.
- Information about the student's eligibility for the New Worlds Reading Initiative* under s. 1003.485 and the New Worlds Scholarship Account under s. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall appraise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communication must be in writing and must explain any additional interventions and supports that will be implemented to accelerate the student's progress if the interventions or supports already being implemented have not resulted in improvement.



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The New Worlds Scholarship Accounts [F.S. 1002.411]

New Worlds Scholarship Accounts are established to provide educational options for students. Contingent upon available funds, and on a first-come, first-served basis, each student who is enrolled in a Florida public school in prekindergarten through grade 5 is eligible for a scholarship account if the student:

- Has a substantial reading deficiency or exhibits characteristics of dyslexia or score below a level 3 on the statewide, standardized English Language Arts (ELS) assessment in the prior school year. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learners shall receive priority.
- Has a substantial deficiency in mathematics or the characteristics of dyscalculia or scored below a Level 3 on the statewide, standardized Mathematics assessment in the prior school year.

The New Worlds Reading Initiative [F.S. 1003.485]

The New Worlds Reading Initiative, established under the Florida Department of Education is to instill a love of reading by providing high-quality, free books to prekindergarten through grade 5 students who are reading below grade level and to improve the literacy skills of students in prekindergarten through grade 12. A student in prekindergarten through grade 5 must be provided books through the initiative if the student is not yet reading on grade level, has a substantial reading deficiency or has a substantial deficiency in early literacy skills based upon the results of the coordinated screening and progress monitoring, or score below a level 3 on the preceding year's statewide English Language Arts Assessment (ELA). A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative. The school district obligations:

- The school district must notify parents of eligible students of the process to request and receive a scholarship, subject to available funds.

Mathematics Deficiency and Parental Notification [F.S.1008.25]

The State Board of Education shall identify by rule guidelines for determining whether a student in prekindergarten through grade 4 has a substantial deficiency in mathematics. Any student in prekindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristic of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must:

- Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:
 - Daily targeted small group mathematics intervention based on student need; or
 - Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.
- The performance of a student receiving mathematics instruction must be monitored and instruction must be adjusted based on the student's needs.
- A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a monitoring plan is developed to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to s.1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such



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interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

- The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions 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 Mathematics assessment.

The parent of a student who exhibits a substantial deficiency in mathematics must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
- Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early math skills based upon the results of the administration of the final coordinated screening and progress monitoring shall be referred to the local school district and may be eligible to receive intensive mathematics interventions before participating in kindergarten.

PROMOTION AND RETENTION [F.S. 1008.25]

Student promotion and retention decisions consider the effectiveness of core instruction, and mastery of the State Academic Standards. Instruction will address the skills and competencies that a student must master in order to be promoted. Achievement 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



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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:
 - Florida's Assessment of Student Thinking (FAST) English Language Arts (ELA) Scores (when available);
 - For any third, fourth or fifth grade student who does not receive a score on the FAST 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 ELA B.E.S.T. 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.



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- 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 ELA FAST assessment (PM3) 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 FAST Assessment (prior to the end of the school year) and at the end of Summer Reading Camp.

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

Portfolio Documentation and Guidelines for Use

A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. 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 benchmarks assessed by the grade three statewide standardized English Language Arts FAST Assessment have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational 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 or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards.



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- Be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade three statewide standardized English Language Arts FAST Assessment. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark, and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Students with disabilities who participate in the statewide English Language Arts B.E.S.T. 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 prekindergarten, kindergarten, grade 1, grade 2 or grade 3.

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.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties [1008.25 (6) (b)]. 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(5)(b)(c)]

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 FAST 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 in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include the following:

- Evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies



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prescribed by the school district

- Intensive instructional supports
- Provide the student(s) with a Highly Effective Teacher
- Participation in Summer Reading Camp which must incorporate the instructional and intervention strategies that place rigor and grade-level learning at the forefront. For summer reading camps required by F.S.1008.25(7), the district must provide instruction to grade 3 students who score Level 1 on the statewide, standardized English Language Arts assessment. Instruction must be provided by a teacher endorsed or certified in reading.
- A minimum of 90 minutes of daily, uninterrupted, reading instruction incorporating evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. This instruction may include the following:
 - Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block
 - Targeted small group instruction
 - Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback
 - Reduced teacher-student ratios
 - More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need
 - Tutoring or mentoring
 - Transition classes containing 3rd and 4th grade students
 - Extended school day, week, or year
 - Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation. The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Such instruction may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading

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

[SBE Rule 6A-1.094222]

Any student retained in third grade due to a reading deficiency 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.
- Has progressed sufficiently to master appropriate fourth grade reading skills

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has met these requirements including the mastery of third grade reading skills as presented in the state academic standards in English Language Arts. Evidence is as follows:

- (a) Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system



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- in Grade 3 English Language Arts pursuant to Section 1008.25(8)(b)2., F.S.;
- (b) Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts pursuant to Section 1003.41, F.S.;
 - (c) Satisfactory performance on a state approved alternative assessment as delineated in paragraph (1)(b) of Rule 6A-1.094221, F.A.C.; or
 - (d) Successful completion of portfolio elements that meet state criteria in subsection (3) of Rule 6A-1.094221, F.A.C.

The criteria for students promoted after November 1 must demonstrate proficiency levels in reading equivalent to master appropriate grade four level reading skills equivalent to the level necessary for the month in which the transition to grade four occurs.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year and if necessary for additional school years.

INTENSIVE READING ACCELERATION COURSE FOR RETAINED THIRD GRADE STUDENTS [F.S. 1008.25 (7)(b)4]

Each school shall establish, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in preK, kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

- Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 State Academic Standards in other core subject areas through content-rich texts.
- Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
- Small group instruction.
- The use of explicit, systematic and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, have proven results in accelerating student reading achievement within the same school year.
- A Read-at-home plan.
- Reduced teacher-student ratio.

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 State Academic 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.



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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 State Academic 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. No grading policy shall adversely affect an ELL student solely based on English Language Proficiency. English language instruction and instruction in basic subject matter areas must be (1) understandable to the ELL student given his or her level of English language proficiency. (2) equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students.

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.



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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 Kindergarten – Standards Based Report Card

E	The student is meeting end of year grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.
3	The student is meeting end of year grade level expectations. Performance is characterized by thorough understanding of concepts and skills.
2	The student is progressing toward end of year grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
1	The student is able to complete some of the required tasks but requires help, guidance, and support.
INA	Introduced, but not assessed.
NI	Not Introduced

- Other basics such as art, music, STEM and physical education are rated as follows:



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- E - Excellent
- S - Satisfactory
- N - Needs improvement

Grading Scale 1-5

- 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

HOSPITAL/HOMEBOUND [SBE Rule 6A-6.03020]

All students receiving homebound services are afforded the opportunity to complete class assignments to advance to the next grade level. It is imperative that the student and parent work cooperatively with the homebound instructor in developing and participating in regularly scheduled instructional sessions. The student is expected to do independent assignments/homework between instructional sessions. *For additional information regarding the Hospital/Homebound eligibility and services, please see the 2023-2024 Student Progression Plan ~ Introduction.*

HOMELESS STUDENTS

For more information regarding the educational services provided to homeless students under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, please refer to the *2023-2024 Student Progression Plan ~ Introduction* or the Homeless Students School Board Policy #5111.01 and the [Homeless Education Website](#).

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

For more information, please refer to the 2023-2024 Student Progression Plan ~ Introduction.