



MIDDLE SCHOOL
STUDENT PROGRESSION PLAN
(GRADES 6 ~8)

2024-2025

Mark Vianello
Superintendent of Schools



MIDDLE SCHOOL STUDENT PROGRESSION PLAN



The School Board of Charlotte County, Florida

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This document is approved by the School Board of Charlotte County.

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*

ATTENDANCE [F.S. 1003.24, 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. All absences must be reported and explained by a parent or guardian within two (2) school days after the student's return to school. 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.

School attendance is required of all students who have attained the age of 6 years or who will have attained the age of 6 years by February 1st of any school year, but who have not attained the age of 16, unless otherwise exempt by law.

For specific information about attendance including the types of absences as well as guidelines and responsibilities for make-up work, *please refer to the Charlotte County Public Schools [Code of Student Conduct](#).*

CURRICULUM AND INSTRUCTION [F.S. 1003.4156]

Charlotte County Public Schools provides all courses required for middle grades promotion and provides 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. High school courses may be offered to middle school students who meet the appropriate entrance requirements. Students in grades 6 - 8 will be provided instruction at their appropriate instructional level(s).



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Course of Study Requirements

Pursuant to [F.S. 1003.4156](#), to be promoted to grade 9, students are required to successfully complete the following courses in grades 6-8:

- Three middle grades or higher courses in English Language Arts (ELA).
- Three middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- Three middle grades or higher courses in social studies, one-semester of which must include a civics education course that includes the roles and responsibilities of federal, state, and local governments. Each student's performance on the statewide, standardized EOC assessment in civics education required under s. [1008.22](#) constitutes 30 percent of the student's final course grade. A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
- Three middle grades or higher courses in science.
- One (1) semester in physical education each year unless a district waiver is secured.
- Middle and high schools in each district, including combination schools in which any of grades 6-12 are taught, must provide an opportunity for students to enroll in a computer science course as identified in the [Florida Department of Education's Course Code Directory](#). If a school does not offer an identified course, the district will provide students access to a computer science course through Charlotte Virtual School, Florida Virtual School or through other means.
- One (1) Career and Education Planning course to be completed in grades 6, 7, or 8. At a minimum, the course must be Internet-based, customizable to each student and include researched-based assessments to assist students in determining educational and career options and goals. The Florida career and education planning program will satisfy the above requirement as it is Internet-based, it is customizable to each student and contains research-based assessments to assist with education and career goals
 - The Career and Education Planning course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07, F.S. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements to earn a high school diploma designation (s. 1003.4285, F.S.); the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school, including Advanced Placement courses, the International Baccalaureate Program, the



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Advanced International Certificate of Education Program, dual enrollment (including career dual enrollment), and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to an industry certification (pursuant to s. 1003.492, F.S., or s. 1008.44, F.S.).

- Schools must use one of the [approved courses](#) to meet this requirement. Some of the approved courses are designated as year-long. In those cases, the classroom teacher can determine which semester to implement the career and education planning standards.
- A variety of performing & fine arts, career & technical and other elective courses may be offered by schools to provide students opportunities to fulfill their interests and/or earn valuable industry certifications.

Required Instruction [F.S. 1003.42]

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.



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- 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.
- 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\(7\)](#), 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.



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- 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.
 - 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:
 - 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.
 5. a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of



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social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.

b. The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.

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

- p. 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.
- q. The study of Hispanic contributions to the United States.
- r. The study of women's contributions to the United States.
- s. The nature and importance of free enterprise to the United States economy.
- t. Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; 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).

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 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.



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- 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.

Resiliency Education: Civic and Character Education and Life Skills Education [SBE Rule 6A-1.094124]

Civic and character education, and life skills education that builds confidence and supports mental health, are combined to develop and prepare more resilient students. The district will annually provide a minimum of five (5) hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards. The instruction will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

1. Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;
2. Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:
 - a. Empathy, perseverance, grit, gratitude and responsibility;
 - b. Critical thinking, problem solving and responsible decision-making;
 - c. Self-awareness and self-management;
 - d. Mentorship and citizenship; and
 - e. Honesty.
3. Recognition of signs and symptoms of mental health concerns;
4. Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;
5. Strategies to support a peer, friend, or family member through adversity;
6. Prevention of suicide;



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7. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs; and
8. Awareness of local school and community resources and the process for accessing assistance.

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.

9/11 Heroes' Day [F.S.683.335]

The Governor shall proclaim September 11 of each year as "9/11 Heroes' Day," which shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks. If September 11 falls on a day that is not a school day, "9/11 Heroes' Day" shall be observed in the public schools in the state on the preceding school day or on such school day as may be designated by local school authorities. Beginning in the 2023-2024 school year, middle school and high school students enrolled in the civics education class or the United States Government class must receive at least 45 minutes of instruction on "9/11 Heroes' Day" topics involving the history and significance of September 11, 2001, including remembering the sacrifice of military personnel, government employees,



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civilians, and emergency responders who were killed, wounded, or suffered sickness due to the terrorist attacks on or after that date, including, but not limited to:

- (a) The historical context of global terrorism.
- (b) A timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93.
- (c) The selfless heroism of police officers, firefighters, paramedics, other first responders, and civilians involved in the rescue and recovery of victims and the heroic actions taken by the passengers of United Airlines Flight 93.
- (d) The unprecedented outpouring of humanitarian, charitable, and volunteer aid occurring after the events of September 11, 2001.
- (e) The global response to terrorism and importance of respecting civil liberties while ensuring safety and security.

Reproductive Health and Disease Education and Health Education; instruction in acquired immune deficiency syndrome [F.S. 1003.42 and F.S.1003.46]

According to F.S. 1003.46, *Health Education; instruction in acquired immune deficiency syndrome*, throughout instruction in acquired immune deficiency syndrome, sexually transmitted diseases, or health education, when such instruction and course material contains instruction in human sexuality, a school shall:

- (a) Classify males and females as provided in s. 236 1000.21(9) and teach that biological males impregnate biological females by fertilizing the female egg with male sperm; that the female then gestates the offspring; and that these reproductive roles are binary, stable, and unchangeable.
- (b) Teach abstinence from sexual activity outside of marriage as the expected standard for all school-age students while teaching the benefits of monogamous heterosexual marriage.
- (c) Emphasize that abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including acquired immune deficiency syndrome, and other associated health problems.
- (d) Teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others.
- (e) Provide instruction and material that is appropriate for the grade and age of the student.

According to F.S. 1003.42, *Required Instruction*, 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).

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



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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 Instructional Materials including 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 non-adopted instructional material 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.
- 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



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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*.

Career and Technical Education

Charlotte County Public Schools offers many career and technical education programs for students in the middle schools that will afford students the opportunities to earn valuable CAPE and Digital Tools industry certifications. Secondary schools offering career-themed courses, as defined in F.S. 1003.493(1)(b), and career and professional academies shall be coordinated with the relevant and appropriate industry to prepare a student for further education or for employment in that industry. Industry certification as used in this section is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

- Within an industry that addresses a critical local or statewide economic need,
- Linked to an occupation that is included in the workforce system's targeted occupation list, or
- Linked to an occupation that is identified as emerging.

The industry certifications offered at the middle schools will prepare students with the digital skills needed to be successful in high school. For additional information regarding specific middle school career academies and industry certification sequence, please review the course offerings for each middle school by contacting the school directly.

Grade-Level Classification for State Assessments

Student grade-level classification at the end of the first semester will determine which grade level Florida Assessment of Student Thinking (FAST) or Florida Standards Alternate Assessment (FSAA) is administered.

Placement from Accredited Schools in Grades 6-8

Students enrolling in grades 6-8 from an accredited out-of-state or out-of-country public, private, or charter school shall be placed in a grade consistent with the recommendations of the sending school and the support information provided that documents student progress and mastery of standards.

- **CASE STUDY:** A student (8th grade) from out-of-state is attempting to register at a middle school. The student does not show a transcript of all required successful course completions of the core subject areas from 6th, 7th, and 8th grade achieved, but the sending school/district continued to promote the student. Must CCPS force the student into credit retrieval of all the courses that the sending out-of-state school failed to remediate?



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- Answer: Yes. Florida law requires a student to successfully complete three social studies, ELA, math, and science middle grades or higher courses, as specified in s. 1003.4156, F.S. The law does not make any exceptions for transfer students other than students who transfer in the second semester of 8th grade for civics. Important notes:
 - The student is required to participate in Civics and take the corresponding statewide, standardized EOC if enrolling prior to semester 2 of the 8th grade year. If enrolling in semester 2 of the 8th grade year, the Civics requirement is waived if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

Applicable Q&As:

Q: If a student comes to us from a different state/country and core courses are missing, is the student required to take and successfully complete those courses before promoting to 9th grade?

A: YES. When an out-of-state/country student enters a Florida district, that student is bound to Florida statute for middle school promotion. This is the case even in situations when the sending state does not offer the course for the student to take, but the course is required in Florida in order to promote to 9th grade. The school should review the transcript to see if there were any courses taken and passed that may be equivalent to Florida courses to use to meet our progression requirements. In this case, the school should contact the Division of Learning before using identified courses in order to verify equivalency to Florida courses. If courses are not identified, the student will need to complete all three courses for each subject to be promoted to high school.

Q: If a student comes to us from a different state/country, and there are F's in any of the core courses, is the student required to recover those course completions?

A: YES. When an out-of-state/country student enters a Florida district, that student is bound to Florida statute for middle school promotion.

Q: If we are unable to secure transcripts from out of state/country schools, is the student obligated to complete all courses for progression into 9th grade?

A: Yes, but in extreme cases such as this, the school should contact the Division of Learning for guidance.

Placement from Home Education or Unaccredited Schools in Grades 6-8

Students seeking initial placement in grades 6-8 from a home education program or an unaccredited charter, public or private school shall be evaluated by the local school to determine the most appropriate grade level placement. Criteria to be considered shall include age and maturity, standardized achievement test results, state assessment results, progress as it relates to the Florida Standards and benchmarks, previous records from public or private schools and evidence from the student's portfolio of work and achievement while in home education.

In no instance shall the placement be automatic, based solely on the recommendation of the unaccredited public or private school, home educator, or age. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. Should there be reasonable suspicion of a student's grades, initial assessments may be required to determine grade placement.

For additional information on the *State Uniform Transfer of Students in Middle Grades and High School* defined by SBE Rule 6A-1.09941, please refer to the *Student Progression Plan ~ Introduction*.



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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 nine (9) instructional strategies that have a probability of enhancing student achievement at all levels. The following strategies are significant:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing efforts and providing recognition
4. Homework and practice
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues and advance 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

[ASSESSMENTS, INSTRUCTIONAL SUPPORT, AND PROGRESS MONITORING \[F.S. 1008.22, 1008.25\]](#)



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Assessments

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

Participation in the statewide, 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 Florida Standards-Alternate Assessments (FSAA) is mandatory for all VPK-12 students attending public schools.

In order to meet the state mandated requirements for assessment and progress monitoring, the following state and district-required assessments are used at the middle school level to help determine student achievement. Other formative assessments may also be used to help determine student progress towards achievement. Required state and district assessments will be administered in accordance with the district’s Uniform Statewide Assessment Calendar.

Each student must participate in statewide, standardized assessments unless exempt under certain criteria established by the Commissioner of Education. For Exceptional Student Education (ESE), English Language Learners (ELL) students, and students who have a 504 plan, any accommodations must be specified in their individual education plans. Each plan must state specifically which tests the student is expected to take and the accommodations(s) allowed for that test.

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 Achievement Standards (AP-AAAS) 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 FAST or with the FAA based on criteria outlined in [Rule 6A-1.0943\(4\), Florida Administrative Code \(F.A.C.\)](#)

➤ Required State and District Assessments in Middle School

GRADE	SUBJECT	STATE	DISTRICT
6 th	English Language Arts	FAST (PM1, PM2, PM3) or FSAA	Mastery Connect
	Math	FAST (PM1, PM2, PM3) or FSAA	
7 th	English Language Arts	FAST (PM1, PM2, PM3) or FSAA	Mastery Connect
	Math	FAST (PM1, PM2, PM3) or FSAA	
	Algebra 1/Alg.1 honors	Algebra 1 EOC (30%) or Access Algebra 1 EOC (30%)	Mastery Connect
Social Studies	Civics EOC (30%) or Access Civics EOC (30%)		
8 th	English Language Arts	FAST (PM1, PM2, PM3) or FSAA	Mastery Connect



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Math	FAST (PM1, PM2, PM3) or FSAA	
Algebra 1/Alg.1 honors	Algebra 1 EOC (30%) or Access Algebra 1 EOC (30%)	
Geometry/Geometry honors	Geometry EOC (30%) or Access Geometry EOC (30%)	
Science	Statewide Science Assessment or FSAA	

In all middle school courses, students will take a district or teacher-made midterm exam, and it will count as 20% of the first semester grade and a district or teacher-made final exam that will be 20% of the second semester grade. Middle school students take the statewide, standardized End-of Course (EOC) assessment in Civics and it will count as 30% of the final grade in the course. As such, teachers will not administer a district or teacher-made midterm and final exam to students enrolled in Civics. The EOC results will be applied, at 30%, to both the Semester 1 and Semester 2 final grades.

Middle school students taking Algebra I, Geometry, Biology or U.S. History must take the statewide, standardized EOC assessment, and it will count as 30% of the final grade in the course. As such, teachers will not administer a district or teacher-made midterm and final exam to students enrolled in Algebra 1, Geometry, Biology or US History. The EOC results will be applied, at 30%, to both the Semester 1 and Semester 2 final grades.

Students participating in a statewide, standardized EOC assessment are not required to take the corresponding standard subject and grade-level FAST Assessment.

Passing the Algebra I statewide, standardized EOC assessment is a graduation requirement. Middle school students enrolled in a course aligned with the Algebra 1 EOC Assessment may use one of the following to meet the graduation requirement:

- Passing the Algebra 1 EOC (offered four times each year)
- Earning a comparative score, or
- Passing the Geometry EOC during a future administration

Students with disabilities may qualify for an EOC waiver.

- Algebra 1, Geometry, Biology, & US History EOC Assessment & High School Credit Scenarios:
Because passing the Algebra 1 EOC is a graduation requirement, it is important to understand the possible scenarios for a middle school Algebra 1 student. Each student and parent/guardian should be aware of the following possible scenarios upon enrollment in an Algebra 1 course.

*The following scenarios are also applicable to students enrolled in a Geometry, Biology, and/or a US History course that elicits high school credit. Exceptions are noted in the chart that follows:



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COURSE	EOC	<i>The EOC is always 30% of the final course grade & the grade earned in the course will be reflected on the high school transcript and will be included in the high school GPA.</i>
Passes	Fails	<ul style="list-style-type: none"> • The final course grade is included in the high school GPA • Credit in the course is awarded • In order to fulfil the mathematics assessment graduation requirements (Algebra 1 only), the student must meet any one of the following criteria: <ul style="list-style-type: none"> ▪ Pass the Algebra 1 EOC during a future administration ▪ Earn a comparative score, or ▪ Pass the Geometry EOC during a future administration
Fails	Passes	<ul style="list-style-type: none"> • The final course grade is included in the high school GPA • Credit in the course is awarded • If the student retakes the course in high school through grade forgiveness (C, D, or F in the course), the existing EOC grade must be used as 30% of the final grade. Should the student retake the EOC (optional), the higher of the two test scores will be used as 30% of the final grade. <p style="text-align: center;"><i>*If the course is serving as the required "3rd completion" for promotion to high school, the passing of the EOC will serve as a "CAP." Therefore, the high school credit is achieved and serves as the "completion" of middle school requirements to promote to 9th grade.</i></p>
Fails	Fails	<ul style="list-style-type: none"> • The final course grade is included in the high school GPA • In order to fulfil the mathematics assessment graduation requirements (Algebra 1 only), the student must meet any one of the following criteria: <ul style="list-style-type: none"> ▪ Pass the Algebra 1 EOC during a future administration ▪ Earn a comparative score, or ▪ Pass the Geometry EOC during a future administration <p style="text-align: center;"><i>*If the course is serving as the required "3rd completion" for promotion to high school, the student will not be promoted to 9th grade unless the credit is successfully retrieved via credit retrieval prior to the start of the next school year.</i></p>

➤ State Assessments for Transfer Students

Students transferring into the district once the school year has begun shall be assessed immediately in reading and math to determine reading proficiency and to ensure proper course and remedial instruction placement. If a student transfers into a Florida middle school from out-of-country, out-of-state, a private school, or a home school, and the student's transcript shows credit received in Algebra I or an equivalent course, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score or passed a statewide assessment in Algebra I administered by the transferring entity. If a transfer student's transcript shows a final course



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grade and course credit in Algebra I, Geometry, Biology I or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

➤ 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 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, passing the state assessment(s) or promoting to high school. All instructional support shall include effective, evidence-based, standards-driven instruction. Instructional support in English Language Arts shall be continued until a student's reading and/or writing deficiency is remediated and shall include the following components:

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

Targeted Instructional Support – Reading Deficiencies [F.S.1008.25, F.S.1011.62, SBE Rule 6A-6.053]

Annually, the District shall submit a *K-12 Comprehensive Evidence-Based Reading Plan* for the specific use of the evidence-based reading instruction allocation in the format prescribed by the Department for review and approval by the Just Read, Florida! Office pursuant to section 1011.62, F.S. The Plan must accurately depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401](#). This information must be reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents. The *K-12 Comprehensive Evidence-Based Reading Plan* must ensure that:

- a. leadership at the district and school level is guiding and supporting the initiative;
- b. the analysis of data drives all decision-making;
- c. All intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading;
- d. measurable student achievement goals are established and clearly described;
- e. evidence-based instructional materials have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence and comply with [Section 1011.67\(2\), F.S.](#); and
- f. supplemental instructional materials have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence and comply with Section 1001.215(8), F.S.

Middle schools will monitor the implementation of the District's *K-12 Comprehensive Evidence-Based Reading Plan* via the following practices:

- a. weekly reading walk-throughs conducted by administrators;



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- b. the collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students;
- c. data chats;
- d. the development and maintenance of a School Literacy Leadership Team;
- e. professional development which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- f. differentiate and intensify professional development for teachers based on progress monitoring data;
- g. the identification of mentor teachers and established model classrooms within the school;
- h. ensuring that time is provided for teachers to meet weekly for professional development; and
- i. ensuring all students scoring as Level 1 on the Florida Assessment of Student Thinking (FAST) ELA assessment are provided instruction by a teacher endorsed or certified in reading

Middle schools will utilize the Assessment/Curriculum Decision Trees of the *District's K-12 Comprehensive Evidence-Based Reading Plan* to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students, when a student is identified to receive intensive reading intervention, what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading

Middle schools will provide and modify instruction for students who have not responded to a specific level of reading intervention with the initial intensity (time and group size) provided.

Middle schools will provide targeted instructional support for students identified as having a reading deficiency or are reading below grade level as determined by the statewide, standardized English Language Arts assessment. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual educational plan (IEP) or an individualized progress monitoring plan, or both, as necessary

Middle schools will utilize a core curriculum and intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Middle schools will develop methods to provide reading instruction and intervention to students who receive instruction through distance or blended learning in situations of Instructional Continuity Plan facilitation.

Middle schools will utilize the four (4) types of classroom assessments: screening, progress monitoring/diagnostic, and summative assessment

Middle schools will ensure the following:

- Core instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction



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and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning

- Supplemental Instruction/ Intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.
- Data from the results of formative assessments will guide differentiation of instruction and intervention in the classroom.

For each year in which a student scores at Level 2 on the Florida Assessment of Student Thinking (FAST) in English Language Arts (ELA), the student may be enrolled in an Intensive Reading course the following year.

NOTE: As required by the *K-12 Comprehensive Evidence-Based Reading Plan*, middle schools will enroll students scoring a Level 1 on the FAST English Language Arts Assessment in a course that is in addition to English Language Arts and taught by a reading endorsed or reading certified teacher.

All middle school students must participate in school-wide, district-required progress monitoring testing for English Language Arts as described in the district's *2024-2025 Uniform Statewide Assessment Calendar*. Middle school courses designed and offered to provide targeted instructional support for students with reading deficiencies are pursuant to the District's *K-12 Comprehensive Evidence-Based Reading Plan*.

*Note: Remedial instruction is not in lieu of ELA course completion requirements for promotion.

For more information regarding Charlotte County Public Schools' K-12 Comprehensive Evidence-Based Reading Plan, please contact the Assistant Superintendent for Learning.

Targeted Instructional Support - Mathematics Deficiencies [F.S.1008.25]

Middle Schools will provide targeted instructional support for students with identified deficiencies in Mathematics.

For each year in which a student scores at Level 1 or Level 2 on the FAST Mathematics Assessment, the student may receive support the following year. Support may be provided within the student's regularly scheduled math class or through the M/J Foundational Skills in Mathematics 6-8 course. The school-wide plan must contain the following elements:

- Additional diagnostic assessment;
- Identification of the specific diagnosed academic needs to be remediated;
- Identification of the success-based and/or research-based strategies to be used;
- Identification of how, when, how often, by whom and how long intensive



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- remedial instruction is to be provided; and
- Identification of monitoring and re-evaluation activities to be employed.

Students will be reassessed at the end of the remediation period to determine if grade-level achievement in the B.E.S.T. Mathematics standards has been attained. Remediation must consider a student’s learning style.

All middle school students must participate in school-wide, district-required progress monitoring testing for mathematics as described in the district’s *2024-2025 Uniform Statewide Assessment Calendar*.

*Note: Remedial instruction is not in lieu of mathematics course completion requirements for promotion.

Assessments and Grade Level Performance (reading and math support)

GRADE	SUBJECT	STATE	DISTRICT
6 TH	English Language Arts Math	FAST Scoring at Levels 1 or 2 in grade 5 (required)	District required progress monitoring including interims and formative assessments
7 TH	English Language Arts Math	FAST Scoring at Levels 1 or 2 in grade 6 (required)	District required progress monitoring including interims and formative assessments
8 TH	English Language Arts Math	FAST Scoring at Levels 1 or 2 in grade 7 (required)	District required progress monitoring including interims and formative assessments

Please refer to the individual school’s Schoolwide Improvement Plan for additional information.

Multi-Tiered System of Supports (MTSS)

Each student who does not meet specific levels of performance in English Language Arts, Science, Social studies and/or Mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student’s difficulty and areas of academic need. Supportive instruction shall continue until performance expectations are met as documented by demonstrating mastery or passing the state assessment(s). Progress monitoring plans (PMP) shall be developed in consultation with the parent or guardian for any student not meeting district or state achievement levels in English Language Arts, Science, Social Studies, or Math. The plan can be an IEP or a school-wide system of progress monitoring for all students through the 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 or intervention services are implemented and monitored.

The school-wide *Progress Monitoring Plan* must include intensive remedial instruction in the areas of weakness. Intensive remediation means instruction designed to specifically concentrate time and effort on the diagnosed deficiencies of the individual student. If a student is being served in ESE, ELL, or Intensive Literacy programs, the plan developed for these programs can serve as the *Progress Monitoring Plan* if the Plan addresses the specific area(s) of need identified for English Language Arts, Science, Social studies



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and/or Mathematics.

Middle School Early Warning System Indicators

A school that serves any students in kindergarten through grade 8 shall implement an Early Warning System to identify students in such grades who need additional support to improve academic performance and stay engaged in school. Charlotte County Public Schools has developed an Early Warning System (EWS) at all grade levels in accordance with the requirements of Florida statute and after review of the research on the benefits of employing an EWS. Utilizing data systematically to identify at-risk students as early as possible will allow for the application of effective prevention and early intervention services. A school-based team shall monitor the data from the early warning system. This team may include a school social worker and/or school psychologist. When a student exhibits two or more early warning indicators, 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.

Effective July 1, 2017 and updated on July 1, 2023, schools serving students in any of these grades must include the following indicators in the EWS, although additional indicators may also be included:

- 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 kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a) or, for students in kindergarten through grade 4, a substantial mathematics deficiency under s. 1008.25(6)(a).

Middle School Early Warning System Indicators

On-Track Indicators	Course Performance	FAST	Attendance	Behavior
On-Track	C or better in all classes	Math & ELA Level 3 or higher	4% or less absences in a year	0 Suspensions (ISS or OSS)
At-Risk for Off-Track	One (1) or more D in any class	Level 2	5% - 9% absences in a year	-
Off-Track	Course failure in English Language Arts or Mathematics during any grading period.	Level 1	10% or more absences in a year	1 or more suspensions (ISS or OSS)



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Progress Monitoring [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 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.

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

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

School personnel shall use all available resources to achieve parent understanding of, and cooperation with, progress monitoring requirements

GRADING AND REPORTING PROCEDURES

Charlotte County Public Schools offers a standards-based curriculum and strives for consistency so that a course grade at one school equates to the same course grade and level of mastery at another school. The curriculum in all schools in Charlotte County is based on the State Academic Standards and the B.E.S.T Standards, 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.

Grading Criteria

Middle school students shall be expected to demonstrate achievement of the essential concepts (the standards) in the core subject areas. Student progress reporting will include mastery of standards data in English Language Arts, mathematics, science, and social studies. Key points regarding grading criteria include the following:

- Grading criteria must be based on a variety of learning activities and assessments which may include the following:
 - Classroom work
 - Projects/presentations



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- Summative assessments – *assessments that are administered at the end of a learning sequence after ample practice or rehearsal of essential knowledge. These assessments indicate mastery of benchmarks and standards. Examples of summative assessments include:*
 - Chapter tests
 - Quizzes
 - Performance assessments evaluated by a rubric shared with students
- Formative assessments – *assessments which are frequent, in-progress checks for understanding, on a regular basis used to inform instruction, to provide ongoing and helpful feedback, to alert teachers to what challenges students are still facing, and to inform students about where they are in relation to mastery of the standard. Examples of formative assessments include:*
 - Formal district-created formative assessments administered under a pacing chart aligned to the approved curriculum map of the course
 - Guided and independent practice activities – classwork and homework
 - Workbook exercises as a direct follow-up to instruction
 - Quizzes to spot-check for understanding
 - Observing students at work and noting progress or need for re-teaching
 - Students and teachers communicating about a topic by talking or writing (teachers informally assess what students know and are able to do and determine next steps for instruction)
- Observations
- Portfolios
- Other relevant information.

Teachers will provide opportunities for all students to demonstrate mastery of course-specific benchmarks and standards as outlined in the state course descriptions.

Teachers will ensure that progress monitoring reporting include mastery of standards data in ELA, mathematics, social studies, and science.

Teachers are not to use the results of district-wide progress monitoring Interim Assessments as a grade.

Teachers will not include conduct, effort, or attendance in the academic grade of a course. Conduct and effort reflect student work habits, not academic achievement of course-specific benchmarks and standards, and therefore should not be included in the academic grade.

Teachers will advise students of the grading criteria used in the school and in class at the beginning of the course of study. Grading criteria is to be addressed in all course syllabi.

Teachers will adhere to the Charlotte County Public Schools' "40-40-20" Grade Distribution Matrix when calculating and posting final semester grades for all courses except those which elicit a statewide, standardized End-of-Course (EOC) assessment or high school credit such as Spanish I, Physical Science Honors, Hope, etc. When calculating final semester grades for statewide, standardized EOC bearing courses and other courses which elicit high school credit, the Charlotte County Public Schools' "35-35-30" Grade Distribution Matrix is to be applied.



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Teachers will ensure that all syllabi distributed and/or communicated to students and parents, for the purposes of setting guidelines and responsibilities within the domain of make-up work policies and procedures, will comply with the Code of Student Conduct.

State Grading Scale [F.S.1003.437]

Charlotte County Public Schools adheres to the following grading scale which is used in all middle and high schools:

Grade	Percentage	Quality Point Value	Progress
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

Grade Point Average

- To determine the grade point average (GPA), the total number of quality points for a marking period is divided by the total number of letter grades in the marking period.
- To determine the cumulative GPA, the total number of quality points for all courses are added, and the sum is divided by the total number of letter grades represented.

Grade Point Average and Interscholastic Activities

In order for a middle school student to be eligible to participate in athletic activities, the athlete must earn and maintain a 2.0 grade point average on a quarterly basis. Students must follow all expected behaviors outlined in the Code of Student Conduct and their individual team rules. Failure to comply with the minimum grade point average requirement or expected behaviors will result in removal from the team.

In order for a student to be eligible to participate in extra-curricular activities, the student must meet all of the requirements established by the governing regulations of the organization and maintain satisfactory conduct as defined by the district Code of Student Conduct.

Semester Exams

Middle school students will be administered a teacher-made, midterm assessment at the end of semester one and a teacher-made, final exam at the end of semester two in courses that do not have a state End-of-Course (EOC) Assessment. Semester exams are based on subject performance standards.

Semester grades and credit of courses having a state standardized EOC assessment are not determined until the results of the state standardized EOC assessment are received by the district. Statewide, standardized EOC assessments constitute 30% of the final course grade. As such, teachers will not administer “teacher-made” semester exams to students enrolled in a course resulting in a statewide, standardized EOC assessment. Instead, thirty (30) percent of the semester 1 and semester 2 averages will be based upon the EOC assessment results. Charlotte County Public Schools reports grades on a semester reporting system only (terms one and two), therefore, the EOC assessment results will constitute 30% of



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the semester one and semester two averages. For semester one and semester two report cards, an asterisk (*) will be placed with a special note: **Semester Exams & Semester Final Grades are pending end-of-year EOC assessment results. Please be advised: Due to various arrival dates of End-of-Course Assessment (EOC) results, CCPS will publish report cards in the FOCUS Parent Portal each time EOC assessment scores are received. At that time, the cumulative GPA will be updated and final. This will affect students that have taken EOC assessments for Algebra 1, Geometry, Biology, Civics and U.S. History.*

Semester Grades

Semester grades are determined as follows:

First nine weeks	40%
Second nine weeks	40%
Semester exam	20%

The process is repeated for the second semester.

Grades for courses having a state standardized EOC assessment and high school courses taken in middle school have the same percentages as high schools as follows:

First nine weeks	35%
Second nine weeks	35%
Semester exam	30%

Course Recovery/Credit Retrieval Grading

Middle school students have an opportunity to achieve successful course completions after failing a course through participation in virtual courses, the summer credit retrieval program (when offered) or through the before, during, or after school credit retrieval program(s) throughout the school year (when offered).

Students earning credit via credit retrieval shall earn one of two grades if they successfully complete their coursework:

A grade of "D," if the level of work results in a percentage of 60-69 percent.

A grade of "C," if the level of work results in a percentage of 70 percent or higher.

Grade Forgiveness of High School Credit by Middle School Students [F.S.1003.4282]

Grade forgiveness exists for students in the middle schools who take any high school course for high school credit and earns a grade of "C," "D," or "F". In such case, the district must allow the replacement of the grade with a grade of "C" or higher earned subsequently in the same or comparable course.

- In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average.
- The original course and grade will still be reported on the transcript.
- Any course grade not replaced according to the forgiveness policy shall be included in the calculation of the cumulative grade point average.
- For a grade of A or B, the course and grade cannot be forgiven; it will appear on the student's high school transcript and will be used in the calculation of the high school grade point average and for Bright Futures.

Second Chance Option

For courses provided on a full-year basis, if a student fails the first semester, a full-year credit can be earned under the following conditions;

- The student earns a "C" or higher for each of the third and fourth quarters; and



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- The student earns a “C” or higher on the second semester exam

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 School Portal using the same ID and password as for FOCUS. The software will automatically translate all communications to a family’s native language allowing greater collaboration with teachers. Student data is displayed in a meaningful way as the student progresses towards college and career readiness.

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

The results of statewide, standardized assessments in ELA and mathematics, science, and social studies, including assessment retakes, shall be reported in an easy-to-read and understandable format and delivered in time to provide useful, actionable information to students, parents, and each student’s current teacher of record and teacher of record for the subsequent school year.

In accordance with [F.S. 1008.22](#), the right of the parent to review statewide, standardized assessment results is provided via the parent’s login to his/her account in FOCUS (student information system) and/or the Individual Student Score Reports published and distributed to school districts by the Florida Department of Education. Individual Score Report are four-page color reports. The report provides general information about the statewide, standardized assessment program and the student’s assessment results, including the student’s scale score, performance level, previous performance, and reporting category scores. The report also indicates how the student’s performance compares to that of other students who took the same test in the same school, district, and the state, and provides a list of helpful resources. Parents may contact their child’s school principal for a copy of this report and for guidance on how to login to FOCUS. Parents wishing to review school-wide and district-wide statewide, standardized assessment results may also visit the [“Know Your Schools” Data Portal](#).

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.

Good communication is informative, purposeful and ongoing. It should include the following:

- Interim reports at the 4 ½ week period for all students;
- Interim reporting - daily, weekly, or on an “as needed basis” for students performing below grade level;
- Report cards which clearly depict and evaluate the following:
 - The student’s mastery of Florida Standards
 - The student’s attendance, including absences and tardies
 - The student’s conduct and behavior
 - Indication to parents when a student is working at a level below that expected for his/her



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- assigned grade placement
- Grades which reflect
 - mastery of performance standards as outlined in the state course descriptions
 - mastery of standards' levels in reading, writing, mathematics, social studies and science as appropriate; and
- Annual report of student progress towards achieving state and district expectations for master of standards in reading, writing, mathematics, social studies and science, based on results of district and statewide testing; and
- For ESE and ELL students, the report will include progress towards achievement of all goals and objectives.

PROMOTION AND RETENTION [F.S. 1003.4156, 1008.25(2)(b)]

Promotion Requirements ~ Q&A

1) *What are the requirements for a student to be promoted from grade eight to grade nine?*

In order for a student to be promoted from grade eight to grade nine, a student must successfully complete courses in the following areas:

- Three middle school or higher courses in
 - English Language Arts (ELA)
 - Mathematics
 - Science
 - Social studies, one semester of which must include Civics education, the study of state and federal government, the structure and functions of the legislative, executive, and judicial branches of government, and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence and the U.S. Constitution.
 - Each student's performance on the statewide, standardized assessment in Civics education required under [F.S. 1008.22](#) constitutes 30 percent of the final course grade
 - A middle school student who transfers into the state's public school system from out-of-country, out-of-state, a private school or a home education program after the beginning of the second term of grade eight is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. If this is not the case, the student must be immediately enrolled in Civics, participate in the Civics EOC assessment, and the results of the EOC assessment must constitute 30% of the course grade.
- One (1) Career and Education Planning course to be completed in grades 6, 7, or 8. At a minimum, the course must be Internet-based, customizable to each student and include researched-based assessments to assist students in determining educational and career options and goals. The Career and Education Planning course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through



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middle and high school. It must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report and other state career planning resources. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation and the career and technical education pathway to earn a standard high school diploma; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; work-based learning opportunities, including internships and preapprenticeship and apprenticeship programs; and career education courses, including career-themed courses, and course sequences that lead to industry certification. The course may be implemented as a stand-alone course or integrated into another course or courses. Charlotte County Public Schools will utilize Xello to assist in the completion of the personalized academic and career plan.

- One (1) semester in physical education each year unless a district waiver is secured.

2) *What are the physical education requirements for a middle grades student?*

One semester of physical education is required each year for middle grades students as required by [F.S. 1003.455](#). The following waiver options are available.

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that
 - the parent requests that the student enroll in another course from among those courses offered as options by the school district, or
 - the student is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement.

3) *How do middle grades students earn high school Algebra I credit?*

Middle grades students enrolled in Algebra I must take the Algebra I EOC assessment and pass the course to earn high school Algebra I credit. A middle grades student is not required to earn a passing score on the Algebra I EOC assessment in order to earn high school credit or be promoted to high school. Beginning with the 2013-2014 school year and thereafter, a middle grades student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.

4) *If a middle grades student takes Algebra I, is the student required to pass the Algebra I EOC Assessment in order to earn a standard diploma?*

Passing the Algebra 1 EOC Assessment is one method of meeting the mathematics assessment requirement for a standard diploma. The student may also earn a comparative score, or pass the Geometry EOC during a future administration

5) *What are the requirements of middle grades students enrolled in high school Geometry or Biology I to earn high school credit?*



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Middle grades students enrolled in high school Geometry or Biology I must take the EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

- 6) *Must middle grades students enrolled in high school Biology I and/or Geometry pass the EOC assessment to qualify for a standard high school diploma scholar designation?*

Yes. Middle grades students must pass the EOC assessment to qualify for a standard high school diploma scholar designation.

- 7) *Do middle grades students need to pass the Civics EOC assessment in order to be promoted to grade nine?*

No. A student's results on the Civics EOC assessment constitutes 30 percent of the student's final course grade. However, the middle grades student must pass the civics course in order to be promoted to grade nine. If a student passes the course, but does not pass the EOC assessment, the student may still be promoted to 9th grade.

- 8) *Are middle grades students who are enrolled in Algebra I, Geometry or Biology I required to be double tested with both the EOC assessment and the corresponding subject and grade level statewide, standardized assessment?*

No. Middle grades students must take the statewide, standardized EOC assessment for those courses and shall not be required to take the corresponding subject and grade level statewide, standardized assessment.

- 9) *Can a middle grades student earn high school course credit through the Credit Acceleration Program (CAP) specified in [F.S. 1003.4295\(3\)](#)?*

Yes. A middle grades student who is enrolled in a high school level Algebra I, Geometry, Biology I, or U.S. History course may take the corresponding EOC assessment and earn high school credit by earning a passing score. *The Civics course required for middle school promotion to high school cannot utilize CAP.

Promotion and Retention Between Grade Levels

Successful course completion is defined as passing a core course with a grade of "D" or better.

For promotion from 6th to 7th grade, students must successfully complete two full core academic courses (English Language Arts, Mathematics, Social Studies, Science). Students who fail more than two of the four core academic courses will be retained.

For promotion from 7th to 8th grade, students must successfully complete three core academic courses and have no 6th grade missing core courses.

Students in grade 6 or 7 who fail two of the four core academic courses must attend the summer credit retrieval program to recover one or more of the courses or be retained.

The Principal has the authority to conditionally promote students in grade 6 or 7 to the next grade upon successful completion of one failed course during the summer credit retrieval program. These students are expected to be enrolled in course recovery for the second failed course during the next school year.



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Again, grade 7 students must successfully complete all grade 6 core academic courses to be promoted to grade 8.

Grade 8 students may not be promoted to grade 9 until they have successfully passed all twelve middle grades core courses (which includes Civics) or higher. Students in grade 8 who do not successfully complete course work required to enter high school must receive individual counseling regarding their academic options before the close of the school year. This academic counseling must include information regarding summer credit retrieval and/or remediation programs (if available), virtual school options, etc. Academic counseling must include contact with the parent(s) or guardian(s) of the student.

Grade 8 students missing only one course or several courses to qualify for high school, who do not successfully retrieve the credit(s) during the summer, will maintain their status as an 8th grade student at their middle school of enrollment and will repeat the missing middle school courses at the middle school.

The Principal has the authority to determine final placement of students grades 6 through 8.

- Promotion to the next grade shall be based upon a student making adequate progress and demonstrating an appropriate level of achievement of the essential concepts in the academic core.
- Student performance must be judged on the basis of a number of measures taken over time (refer to the section on *Grading Criteria*).
- Pursuant to [F.S. 1008.25\(6\)\(a\)](#), no student can be assigned a grade level based solely on age or other factors that constitute social promotion.
- A student who scores below a Level 2 on the FAST_{ELA} assessment and whose academic progress is inadequate, as determined by the principal, must attend the summer reading program (if offered) in order to be considered for promotion. This includes promotion to high school.

Note: Credit retrieval of failed core courses must take place as soon as possible. If a student fails any semester of a core class, the student may be promoted to the next grade level if the student enrolls and is successful in the summer credit retrieval program, (when offered) and as well as the before, during, or after school credit retrieval program.

Mid-Year Promotion

In Middle School, mid-year promotion is defined as promotion of a retained student at any time during the year of retention once the student has successfully completed the four core grade academic requirements of the preceding grade level.

Decisions to promote a grade 8 retained student to 9th grade must be made between the school's Principal and the Director for Secondary Learning.

Performance Based Course Completion/Project PASS

Successful course completion can be awarded for performance-based learning as well as for courses with approved modifications as a strategy for dropout prevention at The Academy, a grade 9-12 alternative high school. Project PASS (Pathways to Achieve Student Success) is an educational alternative program for middle school students at The Academy.

Students in Project PASS are 1-3 years behind in grade, may have many skill deficiencies, and may have failed multiple middle school courses.



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The goal of the Project PASS program is to assist students to complete middle school courses, to acquire the necessary skills for high school success, and to assist students in “catching up” whenever possible to their peer group. In many cases, students enter high school with some completed high school credits. Some students attend The Academy’s high school classes or enroll in virtual coursework for high school credit.

It is essential that students master the middle grades concepts in order to be successful in high school. For this reason, the length of time a student spends in the Project PASS program will depend on his or her needs and not on a pre-determined calendar. Students may spend as little as one semester or up to 2 years in the program as they master the material and prepare themselves for what lies ahead. Students who are not able to complete middle school requirements after 2 years in Project PASS will be referred to other more appropriate programs.

Students and parents are invited to interview for admission to Project PASS with The Academy’s Principal. Once students are selected, The Academy staff conduct thorough reviews of students’ transcripts, cum folders, 504 plans, and IEPs plans.

Cohort A

Students in this group have successfully completed their taken all 6th and 7th grade required core courses. It is anticipated that they will be able to earn their 8th grade core credits within one semester and move on to high school in The Academy in January either full time or part time while finishing up 8th grade requirements.

Cohort B

Students in this cohort still need to earn both 7th and 8th grade core credits to be promoted to high school. It is anticipated that they will remain in the Project PASS program for 2 to 3 semesters as they earn their remaining middle school core credits. No student can be assigned a grade level based solely on age or other factors that constitute social promotion.

Cohort C

Students in this group begin their Project PASS experience at the start of the 2nd semester in January. Students in this cohort will have the opportunity to earn their remaining middle school core credits and be promoted to high school the following year or remain in the PASS program for an additional semester to earn their remaining middle school core credits.

NOTE: Project PASS students who are pregnant and/or parenting may choose to participate in the HOPE Teenage Parent Program at any time.

Support:

Students who score at a level 1 or 2 on the FAST English Language Arts assessment must take a 90-minute block of classes for remediation. This will be satisfied by taking Intensive ELA for 45 minutes and Intensive Reading for 45 minutes. These students will be required to stay in these courses for the full year and will not have the opportunity to take English I during the 2nd semester, regardless of the cohort in which they are placed.

Students who score at a level 1 on the FAST Math assessment must take a class which includes remediation strategies. This class can be a separate Intensive Math class, or the remediation



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can be incorporated into the regular math class. Students who score a level 2 on the FAST Math assessment may take the remedial math (either as a separate class or incorporated) depending on need.

Students enrolled in Project PASS may also make up failed courses by attending summer school and after school credit retrieval opportunities upon availability.

Middle school completion requires the student to demonstrate mastery of the four core courses for each grade level (6-8th) for a total of 12 course completions. The courses required are Language Arts, Math, Science, and Social Studies. Mastery of these courses may be demonstrated as follows:

1. Student takes the course and earns a passing grade of “D” or better.*
2. A student who has already taken a course, but did not receive a passing grade, earns a passing grade of “D” or better on the cumulative exam.
3. A student who fails the first semester of a full year course but earns a “C” or better in the second semester, and successfully passes the end of course exam, will earn a passing grade of “D” for the first semester.

*Students who have not taken a course previously MUST do option 1 and take the course, even if they are able to demonstrate mastery.

Most courses are 90 – minute blocks of instruction which allow students to complete a full year’s worth of credit within one semester. Students who successfully complete a course during the 1st semester can move on to the next course in the progression during the 2nd semester. Students who do not successfully complete a course during the 1st semester have the additional time during the 2nd semester to show mastery of those skills. In addition, while completing their middle school credits, students may also have the opportunity to earn high school credits (both core and electives) giving them a “head start” when they enter high school.

Students are provided a course tracking sheet when they enter the Project PASS program to keep track of completed and missing credits. The required middle school courses are as follows:

GRADE 6	GRADE 7	GRADE 8
• M/J Math 1	• M/J Math 2	• M/J Math 3*
• M/J Language Arts 1	• M/J Language Arts 2	• M/J Language Arts 3
• M/J Earth/Space	• M/J Life Science	• M/J Physical Science
• M/J U.S. History	• Civics	• M/J World History

*A student may substitute Algebra 1A/1B for high school credit instead of M/J Math 3 if he or she has demonstrated advanced math ability and has received a recommendation by a teacher or certified school counselor.

Students who have not completed their PE requirements for middle school will be given a waiver upon entry into Project PASS.



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In addition to core academic course credit, students may earn high school credits while enrolled in the Project PASS program to include the following:

- HOPE (Graduation Requirement) – 1 full credit
- CTC Career Courses (9 weeks each) – ½ credit
- Drama or other performing arts course (Graduation Requirement) – ½ credit
- Weightlifting – ½ credit
- Leadership – ½ credit
- Journalism – ½ credit

State Assessments:

Project PASS students will take all required state assessments based on their current grade level work. Project PASS students who are enrolled in 9th grade English will take the 9th grade ELA assessment.

Progress Monitoring:

Every 9 weeks, middle school course completion progress is reviewed using an academic portfolio, which includes grades, attendance, behavior, and work habits. In addition, progress will be determined based on the district required progress monitoring assessment. Every semester, student goals are reviewed and updated, and adjustments are made to class schedules. If a student demonstrates readiness for more high school classwork, he or she may transition to The Academy at the semester. Transitions to the other high schools only occur at the start of a new school year.

Progression to High School:

All Project PASS program students participate in meetings with staff and parent/guardians to review progress made. These student-led conferences may occur at the semester to transfer to The Academy, or they may occur at the end of the year for entry into their high school of choice. Future goals and school placement decisions are made at the time of the conference and may result in one of the following outcomes:

- Student enrolls at The Academy, possibly also taking classes at the CTC and/or special interest electives
- Student enrolls at home high school
- Student enrolls in summer school (if available) and may transition to high school of choice in the fall
- Student enrolls in summer school (if available) and continues in the Project PASS program for the 1st semester of the following year
- Student is placed in the SEA disciplinary program by the SERT committee for completion of behavioral levels

While most students will be encouraged to attend their home high schools after completing the Project PASS program, students may apply at The Academy and will be considered on a case-by-case basis upon completion of the interview process.

Project PASS students who enter their home high school in the fall must have a “freshman” year in order to be associated with a specific year’s graduation requirements. Therefore, students who have already earned high school credits from The Academy will enter as freshmen in the fall. At the end of the 1st semester of high school, credits will be re-evaluated by the Certified School Counselor to determine if a student should remain in 9th grade or advance to 10th grade.



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ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) - MIDDLE SCHOOL OPTIONS [F.S. 1002.3105]

Each middle school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects including dual enrollment for students who are eligible, and the Credit Acceleration Program. ACCEL options do not supersede promotion requirements. Program specifics are available through each school's guidance department. Such placement shall be made after review by guidance personnel and administration. Students who are enrolled in an accelerated above grade level course must take the state and district assessments associated with that course.

Earning High School Credit for Graduation [F.S. 1003.4156, 1008.25(2)(b)]

Middle school students may earn credit toward high school graduation under the following conditions:

- Students are considered ninth graders during the periods in which they are enrolled in the high school credit courses offered at the middle school site;
- The courses are listed in the Florida *Course Code Directory* and meet high school requirements;
- Courses are offered for the same number of hours of instruction as currently offered at the high school;
- Students demonstrate mastery of district and state course performance standards; and
- Placement of grades to the high school transcript is as follows:
 - All grades earned must be placed on the high school transcript;
 - Students who earn a grade of "C," "D," or "F" will have the opportunity for grade forgiveness by retaking the same course or a comparable course in high school; and
 - If the student retakes the course, only the higher grade and credit will be included in the grade point average calculation. The original course and grade will still be reported on the transcript.

Credit Acceleration Program (CAP) [F.S. 1003.4295]

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a passing score on the EOC. These courses include Algebra I, Geometry, Biology and U.S. History. The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding EOC. Middle school students interested in this option must confer with their counselor. The requirements and eligibility process are as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.



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EXCEPTIONAL STUDENT EDUCATION (GRADES 6-8)

Assessment Waivers for Students with Disabilities [F.S. 1008.22(3)(c)2]

All students, including Exceptional Student Education (ESE) students, must participate in the state's assessment and accountability system. ESE students who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the FAST and End of Course (EOC) exams. If ESE students receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

Transition Plans for Students with Disabilities [F.S. 1003.5716]

Secondary transition refers to the process a student with a disability goes through as they move from high school to whatever comes next, including postsecondary education, employment and independent living. To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services in the 7th grade year or when the student is age 12, whichever comes first. The plan must be operational and in place to begin implementation on the first day of the student's first year of high school.

Hospital/Homebound [SBE Rule 6A-6.03020]

All students receiving homebound services will be afforded the opportunity to complete the course work and earn the necessary credits 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 will be expected to do independent course work/homework between instructional sessions. *For additional information regarding the Hospital/Homebound eligibility and services, please see the 2024-2025 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 2024-2025 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 2024-2025 Student Progression Plan ~ Introduction.