

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

POLICY

The School Board has the authority to adopt rules for implementing the student progression requirements for students in kindergarten through the fifth grade. The Student Progression Plan for Manatee County defines the criteria for participation in promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes, current and local needs. For more information, see Florida Department of Education website – www.fldoe.org.

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(1) Program of Studies Grades K-5

All students will receive instruction in reading, language arts, mathematics, science, social studies, the arts, health, and physical education.

- (a) All students in K-3 shall be assigned an uninterrupted 90-minute literacy block with a highly qualified, effective teacher, a core reading program, ongoing progress monitoring, and an additional 30 minutes of instruction integrating authentic literacy activities.
- (b) All students in 4-5 shall be assigned an uninterrupted 90-minute literacy block with a highly qualified, effective teacher, a core-reading program, and ongoing progress monitoring.
- (c) K-5 physical education instruction focuses on the outcomes of achieving and maintaining a health-enhancing level of fitness and understanding that physical activity provides the opportunity for enjoyment, challenge, self-expression, communication and well-being. Elementary schools will provide 30 consecutive minutes of physical education daily for students in kindergarten through grade 5. The elementary school principal may designate any instructional personnel to provide the physical education. Elementary schools will offer a health education program.
- (d) Students in grades K-5 are eligible to waive the physical education requirement if they meet any of the following criteria:
 - 1. The student is enrolled or required to enroll in a remedial course.
 - 2. The student's parent indicates in writing to the school that:
 - a. The parent requests that the student enroll in another course from among those courses offered as options by the school; or
 - b. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

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(2) Course Modifications for Exceptional Students

The District School Board must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

(3) Promotion Requirements

Any K through 5 student who meets promotion criteria will be promoted to the next grade. Parents and schools do not have the option of retaining a student who meets the promotion criteria. All retentions must be approved by the Director of Elementary Schools. Third grade is, by statute, the designated retention year.

Schools should consider whether each student in grades kindergarten through five has met the promotion criteria for his/her grade level. If the student does not meet the promotion criteria, all students must be considered for good cause placement. English Language Learners with less than two years of instruction in an ESOL program must be promoted or placed into the next grade. The ESOL good cause placement must be used for ELLs before any other good cause exemption is considered.

(a) Promotion for Grades K-2

Promotion is determined by the student demonstrating proficiency of the State Standards as defined by Manatee County's Curriculum. Student progression from one grade to another is determined in part upon satisfactory performance in reading, writing, mathematics and science. Promotion in grades K-2 is based on the student demonstrating proficiency in reading and mathematics.

1. K-2 Promotion Criteria

All students in grades K-2, including those students in ESOL and ESE programs, must meet the following promotion criteria.

Proficiency in reading and mathematics is determined when a student meets the following:

<p style="text-align: center;">Promotion Criteria in K-2</p>

<p>Student achieves the State Standards for reading and mathematics at his/her grade level.</p>

2. K-2 Good Cause Criteria

A student who does not meet the promotion criteria should be considered for good cause placement in the next grade. A student is exempt from the promotion criteria for good cause for the following:

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K-2 Grade Good Cause
Remediation - Any K-2 student who has not met the promotion criteria may be placed for good cause in to the next grade, with intensive remediation to help the student achieve the levels of performance for student progression. This option must be documented in the comment section on the student's cumulative folder by stating "Student is placed for good cause in grade (<i>state grade</i>) by K-2 special exemption." Good Cause "A – Rem"
ESE - A student in grades K-2 with disabilities whose Individual Education Plan (IEP) Report of Conference Form indicates the reasons for the student's exemption from the promotion criteria in reading, writing, and mathematics and includes the recommendation for good cause exemption. Documentation that indicates that the promotion of the student with disabilities is appropriate and is based upon the student's academic record shall be submitted from the student's teacher to the school principal. Good Cause "A-ESE"
ESOL - English Language Learners (ELLs) who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK). The ELL Committee must be convened and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. (Use this exemption first for eligible K-2 English Language Learners.) Good Cause "A-ESOL"
504 - Students with a Section 504 plan whose Report of Conference Form indicates the student's disability and the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the School Wide Progress Monitoring Plan. Good Cause "A-504"
Committee - A student in grades K-2 can be placed for good cause if a committee comprised of the student's teachers, guidance counselor, or other appropriate personnel as designated by the principal has evidence that the student's observed academic performance on selected assessments such as a student's classroom work, observations, tests, or other relevant information is at a level appropriate for success in the next grade. The committee must document the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the School Wide Progress Monitoring Plan. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion. Good Cause "A-Com"

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(b) Promotion for Grade 3

Promotion is determined by the student demonstrating proficiency of the State Standards as defined by Manatee County's Curriculum. Promotion in grade 3 is aligned with Florida Statute and is based on a student demonstrating proficiency in reading. Promotion decisions for Grade 3 are made at the end of the school year or following District Summer Reading Camp.

1. Grade 3 Promotion Criteria:

a. All students in grade 3, including those students in drop-out prevention, ELL and ESE programs, must meet the following promotion criteria:

(i) A student must score Level 2 or above on the current year's FCAT Reading to be promoted to 4th grade.

(ii) If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless the student is exempt from the promotion criteria as stipulated below.

b. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

2. Good Cause Criteria:

A student is exempt from the promotion criteria for good cause and placed in the next grade if the student meets one of the following. 3rd grade good cause is defined as:

3rd Grade Good Cause
1) English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not counting PreK). The ELL Committee must be convened and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. Good Cause "1"
2) Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rule. Good Cause "2"
3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, administered after the results of the FCAT are received. The acceptable levels of performance on the alternative assessments for grade 3 are a student scoring at or above the 45th percentile on the Florida Select Stanford Achievement Test-10 as the alternative standardized assessment. Good Cause "3"

4) Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the State Standards in reading equal to at least a Level 2 performance on FCAT. To demonstrate mastery of the required reading skills, the student portfolio must:

- be selected by the student's teachers as determined by district criteria;
 - be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - include evidence that the benchmarks assessed by the grade 3 reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information test, and that are between 100-700 words with the district's/school's adopted core reading curriculum that are aligned with the State Standards or teacher prepared assessments that are aligned with the State Standards; and
 - be an organized collection of evidence of the student's mastery of the State Standards.
- Good Cause "4"

5) Students with disabilities who participate in FCAT and who have an IEP or a Section 504 Plan that reflects that they have received intensive remediation in reading for more than two years but still demonstrate a deficiency in reading and were previously retained in grades K-3. Good Cause "5"

6) Any third-grade student receiving intensive remediation in reading for two or more years, but still has deficiency in reading and has been previously retained in K-3 for a total of two years. If placed under this exemption, intensive reading instruction must include an altered instructional day that includes specialized diagnostic information and specific reading strategies. Good Cause "6"

3. Approval Process for 3rd Grade Good Cause Exemptions

The school district Superintendent shall accept or reject the school Principal's recommendation in writing.

4. Mid-Year Promotion

- a. A student retained in 3rd grade due to a reading deficiency, who did not meet any of the good cause exemptions, may qualify for mid-year promotion if the student meets the district criteria. Such mid-year promotion must occur during the first semester of the academic year. The student must demonstrate that he or she:
 - (i) Is a successful and independent reader, reading at or above grade level;
 - (ii) Has progressed sufficiently to master appropriate fourth grade reading skills; and
 - (iii) Is ready to be promoted to fourth grade.
- b. Retained third graders identified as candidates for mid-year promotion may be assigned to a 4th grade classroom for potential transition. Tools that the district may use in reevaluating a 3rd grade retained student may include subsequent assessments, alternative assessments, and a portfolio review. A 3rd grade retained student eligible for mid-year promotion must be offered the option of a district portfolio assessment.
- c. According to the district established criteria, a 3rd grade retained student must demonstrate proficiency of each benchmark assessed

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on FCAT at an appropriate fourth grade level in order to qualify for mid-year promotion. Any student promoted after November 1 must demonstrate proficiency above that which is required to score at Level 2 on the grade 3 FCAT, as determined by the State Board of Education. The District will adopt the State Board of Education standards that provide an expectation that the student's progress is sufficient to master appropriate fourth grade level reading skills. Any retained third grade student who has been promoted mid-year to fourth grade must continue to receive support which is documented in the School Wide Progress Monitoring Plan for the remainder of the academic year.

(c) Promotion for Grades 4-5

Promotion is determined by whether the student demonstrates proficiency of the State Standards as defined by Manatee County's Curriculum. Each student's progression from one grade to another is determined, in part, upon proficiency in reading, writing, science and mathematics. Promotion in grades 4-5 is based on the students' demonstrating proficiency in reading and mathematics. Promotion decisions are made at the end of the school year.

1. Grades 4-5 Promotion Criteria

All students in grades 4-5, including those students in Drop-Out Prevention, ESOL and ESE programs, must meet the following promotion criteria. Each student must meet proficiency in reading and mathematics in order to be promoted.

READING Proficiency at 4 th and 5 th grades in reading is demonstrated by achieving one of the following:
Student achieves the State Standards in reading at his/her grade level OR Student scores Level 2 or above on FCAT Reading

AND

MATHEMATICS Proficiency at 4 th and 5 th grades in mathematics is demonstrated by achieving one of the following:
Student achieves the State Standards in mathematics at his/her grade level OR Student scores Level 2 or above on FCAT Mathematics

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2. Transition Programs for Overage 4th and 5th Graders
 - a. All elementary schools will identify entering 4th graders who are two or more years over age who meet the following criteria and place them into a 5th grade classroom with a plan for specific support.
 - b. The criteria to place a 4th grade student into a 5th grade classroom include:
 - i. Completing 3rd grade when student is two (2) or more years over age;
 - ii. Scoring Level 2 or higher on the 3rd grade FCAT Reading and Mathematics meeting 3rd grade good cause criteria;
 - iii. Demonstrating classroom performance that indicates a likelihood of success;
 - iv. Having social maturity, meaning that the student's thinking, behavior and social skills (positive or negative) are more indicative of his/her chronological age than the grade level in school.
 - c. Fourth grade students who are meeting 5th grade classroom performance expectations by earning grades of D or above in the core academics at the end of the first semester will be promoted from 4th grade to 5th grade at the end of first semester. These students will take the 5th grade FCAT. Students who do not meet the promotion criteria at the end of the first semester will remain in the 4th grade classroom and take the 4th grade FCAT. Regardless of whether a 4th grader was promoted to 5th grade at the end of first semester, schools will continue to support student success and review the student's performance at the end of the year for promotion to 6th grade.
 - d. All elementary schools will identify at the end of each year any exiting 4th grade students who meet the following criteria and place them in 5th grade with a plan for specific support. The criteria include:
 - i. Students who would enter 5th grade two or more years over age,
 - ii. Students who scored Level 2 or above on the previous year's FCAT Reading and Mathematics; and
 - iii. Students who have the social maturity, meaning the student's thinking, behavior and social skills (positive or negative) are more indicative of his/her chronological age than the grade level in school.
 - e. Schools will work with the student and parent to facilitate a smooth transition from elementary to middle school and provide support at the middle school level.

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3. Grades 4 – 5 Good Cause Exemption

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. A student is exempt from the promotion criteria for good cause. 4th and 5th Grade good cause is defined as:

Grade 4-5 Good Cause
A student in grades 4-5 with disabilities (ESE) for whom the Individual Education Plan (IEP) Report of Conference Form indicates the reasons for the student's exemption from the promotion criteria in reading and mathematics and includes the recommendation for good cause exemption. Documentation that indicates that the promotion of the ESE student is appropriate and is based upon the student's academic record shall be submitted from the student's teacher to the school principal. Good Cause "A-ESE"
English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages program. The ELL Committee must be convened and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. Good Cause "A-ESOL"
Students with a Section 504 plan whose Report of Conference Form indicates the student's disability and the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics. Good Cause "A-504"
A student in grades 4-5 can be placed for good cause if a committee comprised of the student's teachers, guidance counselor, or other appropriate personnel as designated by the principal has evidence that the student's observed academic performance on selected assessments such as a student's classroom work, observations, tests, or other relevant information is at a level appropriate for success in the next grade. The committee must document the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation on the School Wide Progress Monitoring Plan. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion. Good Cause "A-Com"

Good cause must be documented in the comment section on the student's cumulative folder by stating, "Student is placed for good cause into grade (state grade)." Promotion or retention decisions will be made at the end of the school year.

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4. Summer School Promotion

Summer school reading programs are provided for third grade students who do not meet the promotion criteria. Third grade students who score at the 45th percentile or above on the Stanford Achievement Test in Reading Comprehension at the end of the Summer Reading Camp will qualify for good cause.

(4) Intensive Remediation for Grade 3 in Reading and Mathematics

(a) Parent Notification of a Reading Deficiency

Each school shall regularly assess the reading ability of each K-3 student. The parent of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing of the following:

1. That his/her child has been identified as having a substantial deficiency in reading.
2. The exact nature of the student's difficulty in learning and lack of achievement in reading.
3. A description of the current services that are provided to the child.
4. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
5. That the student will be given targeted intensive reading instruction until the deficiency is corrected.
6. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
7. Strategies for parents to use in helping their child succeed in reading proficiency.
8. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parent and the school district in knowing when a child is reading at or above grade level and ready for promotion.
9. The district's specific criteria and policies for retained 3rd grade mid-year promotion.

(b) Reading Enhancement and Acceleration Development (READ) Initiative

1. A Reading Enhancement and Acceleration Development (READ) Initiative has been established to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet the standards for promotion and to each K-3 student assessed as exhibiting a reading deficiency. The READ

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- initiative is provided during the regular school hours for all K-3 students at risk of retention in addition to the regular reading instruction.
2. The READ Initiative provides:
 - a. A state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research and assists students in developing the ability to read at grade level;
 - b. Skill development in phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language;
 - c. Scientifically based and reliable assessment;
 - d. Initial and ongoing analysis of each student's reading program; and
 - e. A curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
 3. Third grade students retained must be provided intensive interventions in reading to remedy the student's specific reading deficiency as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, the option of district summer reading camp and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and who are ready for promotion to the next grade.
 4. The following table outlines the requirements in the READ Initiative:

Students who have not been previously retained in third grade:

Teacher Student Ratio	Same as other students
Reading Instructional Time	90-minute reading block with additional time for intervention. Rule 6A-6.054, F.A.C. An additional 30 minutes of literacy instruction.
Materials	Core/State Identified Reading program that is research based and has proven success teaching the five components of reading. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials Research-based materials that teach areas of deficits as determined by a diagnostic measure. This instruction should take place in addition to the 90-minute reading block. Section 1008.25(7)(b)7, F.S.
Screening	Options may include, but are not limited to, Stanford Achievement Test (SAT) 10, FCAT, program-based

	materials, or Florida Assessments for Instruction in Reading (FAIR). Section 1008.25(7)(b)7, F.S.
Progress Monitoring	Should be weekly and ongoing. This can be as simple as a Comprehensive Core Reading Program (CCRP) or Supplemental Reading Program (SRP) weekly test, timed readings, or observations. FAIR is an appropriate screening and progress monitoring tool and can be used for these students. Section 1008.25(7)(b)7, F.S.
Diagnostic	A diagnostic measure should be given to students if differentiated and immediate intensive intervention are not working. Section 1008.25(4)(a), F.S.
Progress Monitoring Plan (PMP)	A PMP must be developed and implemented for any student who is not meeting the district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.

(c) Criteria for Intensive Remediation for Students in Grade 3 who are struggling in Reading or who have previously been retained in 3rd grade. Intensive remediation for students entering grade 3 is based on the following criteria:

1. A student who has been retained, good caused, or Level 1 and Level 2, must receive intensive remediation during the school day until the student meets proficiency on all areas of deficiency. Support must be provided to ensure the student meets the promotion criteria for the current year.
2. A student who has been placed for good cause must continue to receive intensive remediation until the student meets proficiency and support must be provided for families to work at home with students.

Students who have been retained once in third grade:

Teacher Student Ratio	Reduced Student Teacher Ratio Section 1008.25(7)(b)2, F.S.
Teacher Quality	Provide students with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. Section 1008.25(7)(b)5, F.S.
Reading Instructional Time	90-minute reading block which includes small group instruction Section 1008.25(7)(b)2, F.S. An additional 30 minute of literacy instruction Intervention in addition to 90 minute reading block Section 1008.25(7)(a), F.S.

Materials	<p><i>Should be provided a different curriculum from the year before. This may be a change in supplemental and intervention materials. There is not a requirement to change the CCRP.</i></p> <p>Core/State Identified Reading program that is research based and has proven success teaching the five components of reading.</p> <p>Differentiated Materials Research-based materials that reinforce the initial instruction.</p> <p>Intervention Materials Research-based materials that teach areas of deficits as determined by a diagnostic measure. This instruction should take place in addition to the 90-minute reading block. Section 1008.25(7)(b)7, F.S.</p> <p>Differentiated Instruction Should be treated as immediate intensive intervention with prescribed materials for the students' deficits.</p> <p>Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90-minute block. Section 1008.25(7)(a), F.S.</p>
Screening	<p>Options may include, but are not limited to, SAT 10, FCAT, program-based materials, or Florida Assessments for Instruction in Reading (FAIR). Section 1008.25(7)(b)7, F. S.</p>
Progress Monitoring	<p>Progress monitoring should be more frequent than for non-retained students. Should be ongoing and weekly. This can be as simple as a CCRP or Supplemental Reading Program (SRP) weekly test, timed readings, or observations. FAIR is an appropriate screening and progress monitoring tool and can be used for these students. Section 1008.25(7)(b)2, F.S.</p>
Diagnostic	<p>Every child is required to be given a diagnostic measure to identify the student's specific reading deficiency. Section 1008.25(7)(a), F.S.</p>
Progress Monitoring Plan (PMP)	<p>A PMP must be developed for all students retained. The PMP must be driven by a diagnostic assessment. Section 1008.25(7)(b)1, F.S.</p>
Portfolio	<p>Any child retained in third grade must have an ongoing portfolio that meets the state portfolio requirement. Section 1008.25(7)(b)1, F.S.</p>
Requirements prescribed by school district which may include, but are not limited to:	
Summer Reading Camps	<p>Required for students scoring Level 1 on FCAT Reading. Section 1008.25(7)(a), F.S. Section 1008.25(7)(b)2, F.S.</p>

Tutoring and Mentoring	A trained volunteer or mentor may be assigned to each student, and/or someone may be assigned to tutor each student on deficit areas. Section 1008.25(7)(b)2, F.S.
Transition Classes	In the district Student Progression Plan, language should be included describing the district's mid-year promotion procedures. Students should be provided on-grade-level work for the subject areas that are not at risk. Third-Fourth grade transition classes are an option. Section 1008.25(7)(b)2, F.S.
Extended School Day	Provide an after-school program with research-based materials and certified teachers to tutor and remediate students. Saturday school with research-based materials and certified teacher to tutor and remediate students. Extended year with research-based materials and certified teacher to tutor and remediate students. Section 1008.25(7)(b)2, F.S.

(d) Intensive Acceleration Class for Third Graders who have been retained 2 or more times in 3rd grade.

Where applicable, each school will establish an Intensive Acceleration Class for retained grade 3 (Tier 3) students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the Intensive Acceleration Class shall be to increase a child's reading level at least two grade levels in 1 school year. The Intensive Acceleration Class shall:

1. Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of FCAT.
2. Have a reduced teacher-student ratio.
3. Provide uninterrupted reading instruction for the majority of the student contact time each day and incorporate opportunities to master the grade 4 State Standards.
4. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same year.
5. Provide intensive language and vocabulary instruction using scientifically research-based program.
6. Report to the Department of Education the progress of students in the class.

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Students who have been retained two times in third grade:

Teacher Student Ratio	Reduced Student Teacher Ratio Section 1008.25(7)(b)8, F.S.
Reading Instructional Time	180 minute reading block with at least a 90-minute segment of uninterrupted time. Section 1008.25(7)(b)8, F.S.
Materials	Should be provided a different core curriculum from the year before. Core/State Identified Reading program that is research based and has proven success teaching the five components of reading and accelerating student reading achievement within the same school year. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials Research-based materials that teach areas of deficits as determined by a diagnostic. This instruction should take place in the reading block. Section 1008.25(7)(b)8, F.S.
Screening	Options may include, but are not limited to, SAT 10, FCAT, program-based materials, or Florida Assessments for Instruction in Reading (FAIR). Section 1008.25(7)(b)7, F. S.
Progress Monitoring	Progress monitoring should be more frequent than for non-retained students. Should be ongoing and weekly. This can be as simple as a CCRP or Supplemental Reading Program (SRP) weekly test, timed readings, or observations. FAIR ongoing progress monitoring (OPM) components are progress-monitoring tools and can be used for these students. Section 1008.25(7)(b)8, F.S.
Diagnostic	Every child is required to be given a diagnostic measure to identify the student's specific reading deficiency. Section 1008.25(7)(a), F.S.
Progress Monitoring Plan (PMP)	A PMP must be developed for all students retained. The PMP must be driven by a diagnostic assessment. Section 1008.25(7)(b)1, F.S.
Portfolio	Any child retained in third grade must have an ongoing portfolio that meets the state portfolio requirement. Section 1008.25(7)(b)1, F.S.

Transition Classes	<p>In the district Student Progression Plan, language should be included describing the district's mid-year promotion procedures. Students should be provided on-grade-level work for the subject areas that are not at risk.</p> <p>Section 1008.25(7)(b)8, F.S.</p> <p>Third-Fourth grade transition classes are an option.</p> <p>Section 1008.25(7)(b)2, F.S.</p>
Instructor	<p>A high-performing teacher as determined by student performance data and above satisfactory on performance appraisals.</p> <p>Section 1008.25(7)(b)5, F.S.</p>
Speech Language Pathologist	<p>Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist. <i>Note: This provision does not mandate the use of a speech language pathologist, but rather allows the speech language pathologist to be involved in designing the Intensive Accelerated Class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiencies might best be addressed by a speech language pathologist.</i></p> <p>Section 1008.25(7)(b)8, F.S.</p>
Reporting Requirements	<p>Report progress-monitoring data three times during the school year through the Progress Monitoring and Reporting Network (PMRN) if using the Florida Assessments for Instruction in Reading (FAIR) or through the Student Automated Database if using a different progress-monitoring measure.</p> <p>Section 1008.25(7)(b)8, F.S.</p>

- (e) In addition to required reading enhancement and acceleration strategies, parents of retained 3rd graders must be provided the option of supplemental tutoring in scientifically research-based reading services in addition to the regular reading block.

(5) Elementary Intervention, Remediation and Progress Monitoring

- (a) Students must participate in Florida's statewide assessment tests. Each student who scores below Level 3 in reading, writing, math or science must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.
- (b) The school in which the student is enrolled must engage in the problem solving process to develop and implement, in consultation with the student's parent, a Progress Monitoring Plan. The Response to Intervention framework (RtI) will serve as a guide for the Progress Monitoring Plan. A progress monitoring plan is intended to use the problem solving process to match instruction and intervention within the

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school district and the school for the academic needs of the student. Using the problem solving process, a student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction within the RtI framework and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan;
2. A school-wide system of progress monitoring for all students; or
3. An individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. The problem solving process will be re-visited throughout the time the student continues to receive intensive reading instruction to ensure student response to instruction.

- (c) In addition to a Progress Monitoring plan, students performing at Level 1 or Level 2 on FCAT Reading must be enrolled in and complete a remediation course, Functional Basic Skills in Reading, the following year. Reading intervention placement and frequent, ongoing progress monitoring must occur.
- (d) For each year in which a student scores Level 1 or 2 on FCAT mathematics, the student must receive remediation the following school year. Such remediation may be integrated within the student's current mathematics class. The problem solving process will be re-visited throughout the time the student continues to receive intensive reading instruction to ensure student response to instruction.
- (e) A School-wide Progress Monitoring Plan provides structure for monitoring the progress of all students and will be an integral part of the School Improvement Plan. Within the School Improvement Plan, the School-wide Progress Monitoring Plan has four major components. The progress monitoring plan or Response to Intervention Plan for students scoring below a level 3 on the FCAT must include the following:
 1. Diagnostic Assessment
Diagnostic assessments in addition to the initial screening are to be administered to all students, including an assessment of the students' learning styles.

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- a. The specific diagnostic assessments to be administered must be identified, as well as the process for administering the assessments.
 - b. For students scoring Level 1 or 2 on FCAT reading, reading proficiency must be assessed at the beginning of the school year. The student must continue to be provided with targeted and intensive reading instruction until the reading deficiency is remedied. Targeted intensive instruction is usually associated with the following:
 - (i) Variety of opportunities for repetition
 - (ii) Diagnosis and prescriptions targeted to specific skill development
 - (iii) Smaller chunks of text or content
 - (iv) Guided and independent practice
 - (v) Skill development and practice integrated into all activities
 - (vi) Frequent monitoring
 - (vii) Criterion-based evaluation of success
 - c. Diagnostic results are to be gathered and maintained for the following:
 - (i) Students scoring level 1 and 2 in FCAT reading or math;
 - (ii) Students scoring below the 34th percentile on the SAT
 - d. Diagnostic results must be readily accessible to teachers, school administrators, and guidance counselors through cumulative folders, electronic data base, and/or EXCEL spreadsheet.
2. Plan of Instructional Interventions
- a. Strategies that align to students' learning styles
 - b. Intensive, immediate remedial instruction in the targeted areas of weakness, to assist students' individual needs in meeting state and district expectations in reading, writing, math and/or science.
 - c. A variety of instructional strategies to accelerate learning
 - d. Targets or goals in each area of remediation
 - e. A description of the supplemental instructional intervention services and support provided, clearly identifying specific assistance, support and interventions, when they will be provided, how often, by whom, and for how long
 - f. For reading deficiencies, identification of a student's targeted specific areas of need in phonemic awareness, phonics, fluency, comprehension, vocabulary, and oral language. Intensive remediation must be provided for any students scoring level 1 and 2 in FCAT reading or math.
 - g. Remedial instruction and intervention strategies may include, but are not limited to the following:

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- (i) Summer school or extended school year
 - (ii) Dropout prevention services
 - (iii) Parent tutorial programs required
 - (iv) Contracted academic services
 - (v) Exceptional education services modified curriculum
 - (vi) Reading instruction
 - (vii) After school instruction and other extended day services
 - (viii) Tutoring
 - (ix) Mentoring
 - (x) Intensive skill development programs
3. Parent Consultation and Communication
- a. The school shall notify the student and his/her parents or guardians of any remedial or supplemental academic instruction through a district-provided letter sent to parents by the end of first quarter. Parents may also be notified through personal verbal contact or during the Individual Education Plan team, or, face-to-face meeting. All written and oral communication between the school district's personnel and parents of current or former English Language Learners shall be in the parents' primary language or the mode of communication commonly used by the parents unless clearly not feasible.
 - b. The letter is to include general information about the seriousness of the situation, the generic plans in place for all students included in the Progress Monitoring Plan (PMP), and an invitation for the parent to meet with instructional staff to consult about their child's plan.
 - c. Parents should be given an explanation of the information on which the decision was based, as well as a copy of the PMP within the Response to Intervention framework for their child. A graphed visual demonstrating the student's growth will be explained.
 - d. Parental approval for such instructional services is not required.
4. Monitoring for Results
- a. The Progress Monitoring Plan within the Response to Intervention framework must be developed by the end of first quarter, within 6 weeks of a new student entering school, or as soon as a need is identified through the Response to Intervention framework.
 - b. The principal or designee will monitor the implementation of the School Wide Progress Monitoring Plan and the school's procedures for targeted intensive remediation.
 - c. Each quarter, the principal or designee will review the progress of appropriate students, which will include checking for compliance

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with requirements of the School Wide Progress Monitoring Plan (diagnostic assessment, intervention strategies, quarterly progress updates) and using progress monitoring data to inform instruction. The monitoring and reevaluation activities must be clearly identified. On a minimum of a bi-monthly basis, student progress and response to interventions compared to a peer group shall be monitored in order to guide instructional decisions. If a student is not responding to interventions, an individual progress monitoring plan should be designed through the Response to Intervention framework.

- d. Each school will describe the team and their roles and responsibilities for monitoring the progress of all students (e.g. School Based Leadership Team; Data Study Team as part of School Literacy Team; grade level teams; data coach and school administrators; academy teams; 9th grade center teams).
 - e. Each school shall identify a system for students with individual PMP's within the Response to Intervention framework as well as students in the School-wide Progress Monitoring Plan.
 - f. Each school will frequently monitor student's progress in meeting the desired levels of performance through a minimum of bi-monthly progress updates, so that adjustments in interventions and strategies may be made in response to the information gathered through progress monitoring.
 - g. If a student is not responding to interventions, an intensified, more individual progress monitoring plan should be designed through the Response to Intervention framework using the problem solving process. In order to reduce paperwork, a student's Individual Education Plan (IEP), English Language Learner's Plan (ELL) or 504 plan should incorporate any plans for individual progress monitoring.
5. Progress Monitoring of Retained Students
- a. For a retained student, the Progress Monitoring Plan must specify, through the problem solving process, how the second year's instructional program will be different from the previous year's program, utilizing strategies aligned with the student's learning style.
 - b. For a student who has been retained two or more years, an alternative setting or placement must be provided. The alternative placement is defined as additional intensive support and differentiated instruction in small group settings that may be provided within a regular classroom setting.

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STATUTORY AUTHORITY: Florida Statutes: 120.81 (1) (a), 1001.32 (2), 1001.41, 1001.42 and 1001.43, 1012.23

LAWS IMPLEMENTED: Florida Statutes: 1003.33-47, 1007.27-271, and 1008.22-25

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July 26, 2010, June 27, 2011, July 23, 2012
Formerly: 404, 404.03-05, and 404.07

References: Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students
District English Language Learner Plan (ELLP)