



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

2024-2025

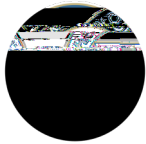
Mark Vianello  
Superintendent of Schools

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# ELEMENTARY SCHOOL STUDENT PROGRESSION PLAN



- Core Instruction (Tier 1): provides print -rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
- Supplemental Instruction/Interventions (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students’ ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- Intensive Individualized Instruction/Intervention (Tier 3): provides explicit, systematic, individualized instruction based on student need, one -on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency as defined in subsection (10) of SBE Rule 6A6.053, *District K-12 Comprehensive Evidence-Based*

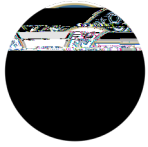
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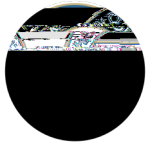
– State Academic Standards



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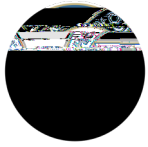
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instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day.  
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## **Substance Use and Abuse Education [SBE Rule 6A-1.094124]**

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

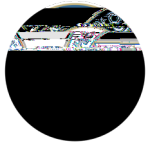
## **Child Trafficking Prevention Education [SBE Rule 6A-1.094124]**

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



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

Each child must participate in statewide, standardized assessments, the coordinated screening and progress monitoring system, the Florida's Assessments of Student Thinking (FAST), and district- required local assessments unless exempt under criteria established by the Commissioner of Education. For eligible students identified as Exceptional Student Education (ESE), English Language Learners (ELL) students, and students who have a 504 plan, any accommodations must be specified in their individual education plans. Each plan



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MATH	FAST PM1 & PM2	FAST PM1 & PM2	FAST PM1 & PM2	FAST PM1 & PM2	FAST PM1 & PM2	FAST PM1 & PM2
SCIENCE				Mastery Connect	Mastery Connect	Mastery Connect

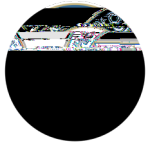
**State Assessments**  
 Florida's Assessment of Student Thinking (FAST) (PM1, PM2, and PM3)

**VPK and Kindergarten**  
 PM1, PM2, & PM3  
 Renaissance Learning's Star Early Literacy for VPK; Star Early Literacy/Reading and Math

**First**  
 PM1, PM2, & PM3  
 Renaissance Learning's Star Early Literacy for VPK; Star Early



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## **Progress Monitoring Students with Reading and Mathematics Deficiencies** [[F.S. 1008.25](#)]

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

A federally required student plan such as an individual education plan;

A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or

An individual progress monitoring plan.

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

The student's specific, identified reading or mathematics skill deficiency.

Goals and benchmarks for student growth in reading or mathematics.

A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.

For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.

Strategies, resources and materials that will be provided to the student's parents to support the student to make reading or mathematics progress.

Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

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

## **Multi-Tiered System of Supports (MTSS)**

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

Each intervention for identified students shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. This support must clearly identify

The specific diagnosed academic and/or behavioral need(s),

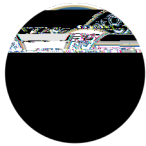
The successbased intervention strategies to be used,

How, when, how often, by whom and how long intensive instruction is to be provided, and

The monitoring and reevaluation activities to be employed.

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

CCPS has developed an Elementary School Early Warning System (EWS) based on available research to identify at -risk students as early as possible and to allow for the application of more effective prevention and



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

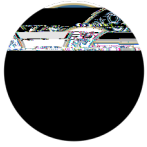
- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in school or out of school;
- Course failure in English language arts or mathematics during any grading period; and
- A Level 1 score on the statewide, standardized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

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

### On-Track

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

### Off -Track



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	PreK-K	1	2	3	4	5
Attendance	Attendance below 90%	Attendance below 90%	Attendance below 90%	Attendance below 90%	Attendance below 90%	Attendance below 90%

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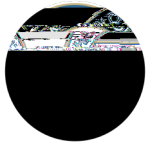
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When a child is being considered for retention, parent(s) and/or guardians must be advised immediately through a parent conference at which time future program modifications will be discussed.

A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs and learning style.

The principal has the final authority to determine the placement of students except for good cause promotions at grade three, which must be reviewed by the superintendent or designee.

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

A grade 3 student scoring at Level 1 on the ELA FAST assessment (PM3) must be retained unless exempted from retention for good cause. Students qualifying for one of the following seven good cause exemptions may be promoted. Good cause exemptions are limited to the following:

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

### **Alternate Assessment and Guidelines for Use**

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

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

### **Portfolio Documentation and Guidelines for Use**

A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. To promote a student using a student portfolio as a good cause exemption, the student portfolio must meet the following criteria:

- Be selected by the student's teacher,
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,
- Include

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prescribed by the school district

Intensive instructional supports

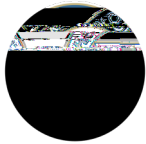
Provide the student(s) with a Highly Effective Teacher

Participation in Summer Reading Camp which must incorporate the instructional and intervention strategies that place rigor and grade-level learning at the forefront. For summer reading camps

provide instruction to grade 3 students who score Level 1 on the statewide, standardized English Language Arts assessment. Instruction must be provided by a teacher endorsed or certified in reading.

A minimum of 90 minutes of daily, uninterrupted, reading instruction incorporating evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. This instruction may include the following:

- o Coordinated integration of content-rich texts in science and civic



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

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

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

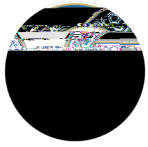
### **INTENSIVE READING ACCELERATION COURSE FOR RETAINED THIRD GRADE STUDENTS [F.S. 1008.25 (7)(b)4]**

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

Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 State Academic Standards in other core subject areas through content-rich texts.

Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.

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

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



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

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

The student's conduct and behavior.

The student's attendance, including absences and tardiness.

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

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