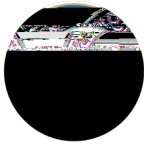


# STUDENT PROGRESSION PLAN

~Introduction~

2024-2025

**Mark Vianello**  
**Superintendent of Schools**



# INTRODUCTION

## STUDENT PROGRESSION PLAN



The School Board of Charlotte County, Florida

**Cara Reynolds**  
Chairman  
District One

**John LeClair**  
Vice Chairman  
District Four

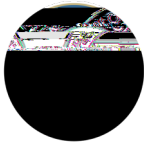
**Kim Amontree**  
District Two

**Bob Segur**  
District Three

**Wendy Atkinson**  
District Five

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

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



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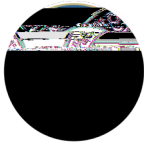
## STUDENT PROGRESSION PLAN



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A. K

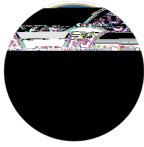


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XIII.



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District Vision

District Mission



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- x provide appropriate alternative placement for a student who has been retained two (2) or more years;
- x list the student eligibility and procedural requirements established by the school district for whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to [s. 1002.3105\(2\)\(b\)](#);
- x notify parents and students of the school district's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to [s. 1002.3105\(4\)\(b\)2](#);
- x advise parents and students that additional ACCEL options may be available at the student's school, pursuant to [s. 1002.3105](#);
- x advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to [s. 1002.3105\(2\)\(a\)](#);
- x advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in wholart' (3)Tj-0.00



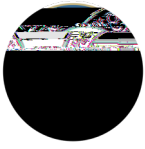
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including internships and apprenticeship and preapprenticeship programs, foundational and soft-skill credentialing programs under s. 445.06, and Florida Virtual School courses; options for early graduation under s. 1003.4281; and the contact information of a certified school counselor who can advise students on these options.

STANDARDS [[F.S. 1003.41](#)]



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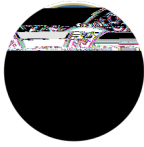
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### State Academic Standards

The state academic standards establish the core content of the curricula to be taught in the state and specify the core content knowledge and skills that K-12 public school students are expected to acquire. Standards must be rigorous and relevant and provide for the logical, sequential progression of curricular content that incrementally increases a student's core content knowledge and skills over time. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. The standards include distinct grade-





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- x B.E.S.T. Standards for English Language Arts
  - o The B.E.S.T. Standards for English Language Arts were fully implemented in the 2022-2023 school year along with aligned instructional materials and the FAST state assessments in grades 3-10. To find more information, including resources, regarding the B.E.S.T. Standards for English Language Arts, please click [HERE](#).
  
- x B.E.S.T. Standards for Mathematics
  - o The B.E.S.T. Standards for Mathematics were fully implemented in the 2022-2023 school year along with aligned instructional materials and FAST state assessments in grades 3-8. To find more information, including resources, regarding the B.E.S.T. Standards for Mathematics, please click [HERE](#).

### ALLOCATION OF RESOURCES [F.S. 1008.25(3)(a)(b)]

Charlotte County Public Schools will allocate remedial and supplemental instruction resources to students in the following priority:

1. Students in kindergarten through grade 3 who have a substantial deficiency in reading or the characteristics of dyslexia.
2. Students in kindergarten through grade 4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia
3. Students who fail to meet performance levels required for promotions as defined by the performance standards in each grade level.

### STUDENT ASSESSMENT PROGRAM [F.S. 1008.22]

The statewide, standardized assessment program is aligned to the core curricular content established in the state academic standards. Participation in the assessment program is mandatory for all students. The statewide, standardized assessment program shall be designed and implemented as follows:

- x
  - o Coordinated screening and progress monitoring program for students in the Voluntary Prekindergarten Education Program (VPK) through grade 2
  - o Statewide, standardized English Language Arts (ELA) assessments (FAST – Florida Assessment of Student Thinking/coordinated screening and progress monitoring system) for students in grades 3 through 10
  - o Retake opportunities for the grade 10 ELA assessment
  - o The statewide, standardized Mathematics assessments (FAST/coordinated screening and progress monitoring system) for students in grades 3 through 8
  - o The statewide, standardized Science assessment for students at the elementary (grade 5) and middle (grade 8) grades levels.

In order to earn a standard high school diploma, a student who has not earned a passing score on the grade 10 ELA assessment must earn a passing score on the assessment retake or earn a concordant score.

Beginning with the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment administered pursuant to s.1008.25(8)(b)2 is the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.

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general information about the Florida Statewide 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. The information on this report is presented in English, Spanish, and Haitian Creole. 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 located at <https://edudata.fldoe.org/>.

### Florida Assessment of Student Thinking (FAST) / Coordinated Screening and Progress Monitoring System (CSPM) Subjects/Grade Levels Tested

- x FAST: Grades 3–10 English Language Arts (Writing component in grades 4–10)
- x FAST: Grades 3–8 Mathematics
- x CSPM: VPK-2

### End-of-Course (EOC) Assessments and other Grade Level/Subject Areas Tested

- x Grades 5 and 8 Statewide Science Assessment
- x Biology EOC Assessment
- x US History EOC Assessment
- x Civics EOC Assessment
- x Algebra 1 EOC Assessment
- x Geometry EOC Assessment

English Language Learner (ELL) and Exceptional Student Education (ESE) students, enrolled in the tested grade levels, participate in the CSPM, FAST, EOC, and other grade level/subject area test administrations. Administration accommodations are provided to eligible students based on ELL, 504 and ESE Plans.

### ASSESSMENT AND SUPPORT [F.S. 1008.25(4)(a)(b)]

All students must participate in the statewide, standardized assessment program required under [s. 1008.22](#) and the coordinated screening and progress monitoring system. A student who does not achieve a



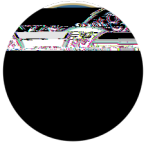
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2. Goals and benchmarks for student growth in reading or mathematics.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-





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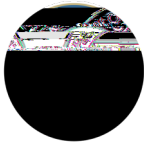


### PROMOTION & RETENTION [[F.S. 1008.25](#)]

The curriculum objectives for Charlotte County Public Schools are aligned with the State Academic Standards and B.E.S.T Standards. Instruction will address the skills and competencies that a student must master in order to be promoted. Proficiency in English Language Arts, mathematics, science, and social studies is measured by statewide, standardized assessments, end of course exams, and district assessments.

Student promotion and retention decisions consider the effectiveness of core instruction, mastery of the State Academic Standards and B.E.S.T Standards, and the student's response to evidence-based instruction and interventions implemented with fidelity.

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Geometry EOC assessment (baseline 2022-2023) scale scores (325 to 475) for each achievement level:

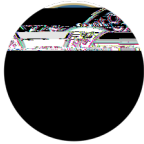
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---------|---------|---------|---------|---------|
| 325-384 | 385-403 | 404-422 | 423-431 | 432-475 |

Biology 1 EOC assessment (baseline 2011-2012) scale scores (325 to 475) for each achievement level:

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---------|---------|---------|---------|---------|
|         | 369-394 | 395-420 | 421-430 | 431-475 |

United States History



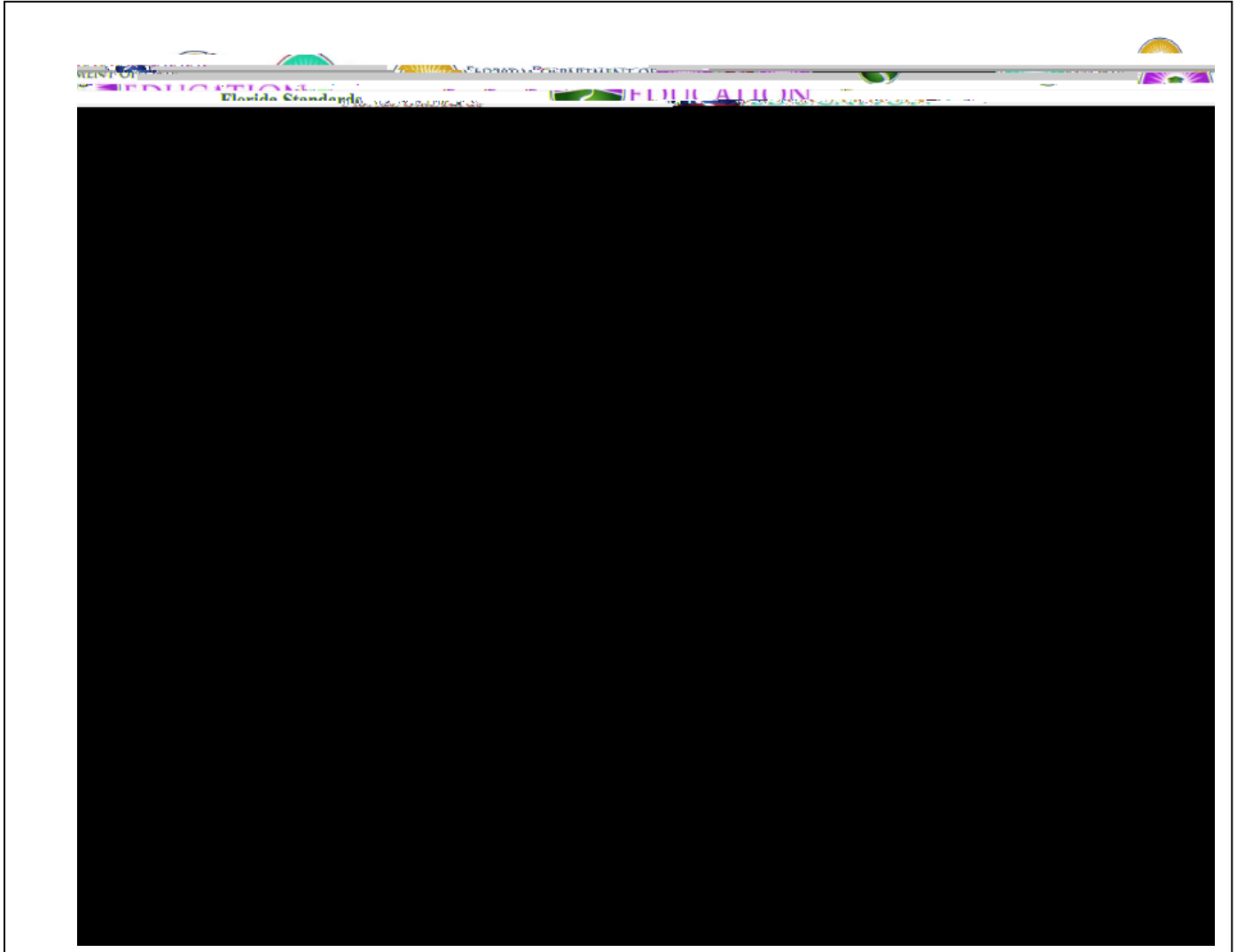


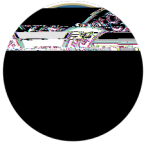
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FAA – Performance Task Scale Scores





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FAA- Datafolio Achievement Levels Standards:

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### PROMOTION & RETENTION STATISTICS [[F.S. 1008.25\(8\)\(b\)](#)]

Pursuant to [F.S.1008.25\(8\)\(b\)](#), Charlotte County Public Schools will annually publish the following information on the prior school year:

- x By grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the statewide, standardized English Language Arts Assessment.
- x By grade, the number and percentage of all students retained in kindergarten through grade 10.
- x CLan6P 002 -2.7 (a)1-g g ( )9 (u)-20.5 (n)3.9 ( o)0.66 (o)52 ( t)--2 (de)-3.6 (h)-2 (de)-.3 (e)--6.9 (o)02.1 (h)-7.66 (o)



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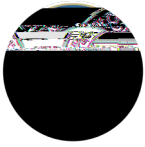
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### 2023-2024 Retentions

| <b>Grade Levels</b> | <b>Academically Promoted</b> | <b>Retained in Same Grade</b> | <b>Number of Students</b> | <b>Percentage of Students Retained</b> |
|---------------------|------------------------------|-------------------------------|---------------------------|--|
| K                   | 1055                         | 24                            | 1079                      | 2.22                                   |
| 1                   | 1149                         | 50                            | 1199                      | 4.17                                   |
| 2                   | 1148                         | 19                            | 1167                      |  |

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s.1008.22 F.S., each full-time CVS student is required to participate in statewide assessments, as well as the coordinated screening and progress monitoring system under s.1008.25(8). Full-time CVS students have the opportunity to earn a standard high school diploma issued by Charlotte County Public Schools and are given the same opportunities as brick-and-mortar school students to participate in extracurricular activities at their zoned school.

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### Student Eligibility

Pursuant to [F.S. 1002.455](#), a student may enroll in a virtual instruction program provided by the school district. Public school, private school, charter school, home education students and students new to Charlotte County are eligible to apply. Each student enrolled in a virtual instruction program must take statewide assessments pursuant to F.S. 1008.22. Statewide assessments may be administered within the school district in which such student resides. If requested by the approved provider, the district of residence must provide the student with access to the district's testing facilities.

Virtual instruction options include:

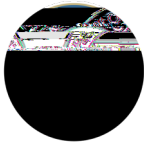
- x School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under [s. 1002.45\(1\)\(b\)](#) for students enrolled in the school district.
- x Full-time virtual charter school instruction authorized under [s. 1002.33](#).
- x Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to [s. 1003.498](#).

Virtual instruction programs and courses are designated as school choice options for students. A district may not establish eligibility criteria that would limit student access to virtual choice options. This includes requiring a student to have a specific grade point average to participate in a virtual education choice option. However, a district does have the responsibility of providing guidance to students based on the student's academic history and educational goals. This should be addressed on an individual basis rather than setting policies that preclude a whole segment of the student population from participating in virtual education.

The school counselor has a role to play in determining whether an online course is appropriate for the student based on the student's academic history and academic goals. However, a counselor:

- x may not expressly limit a student from enrolling in online courses offered by the school district, another school district, or FLVS;
- x may not require students to take online courses in addition to a full-time schedule at the school;
- x May not limit the number of online courses in which students may enroll (based on the student's goals and academic history);
- x May not deny access to an online course because the course is offered at the student's traditional school;
- x May not require students to enroll in a district online course instead of those offered by other school districts or FLVS;
- x May not require a student to withdraw from an online course to take the course at the school;
- x May not restrict students from taking online courses for core subjects (allowing students to take online courses only for electives); or





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Enrollment for the CVS full-time program is twice yearly at the start of each semester (August and January). The online application can be found on the CVS website: <https://www.yourcharlotteschools.net/cvs>.

Enrollment is not final until the following steps are completed:

1. Submit a student application by the declared deadline,
  2. Attend the mandatory new student orientation,
  3. Complete the Conditions of Enrollment Agreement,
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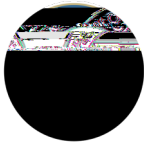


(ACCEL) [[F.S. 1002.3105](#)]

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

At a minimum, each school must offer a minimum of one (1) ACCEL option per grade level.





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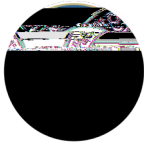
- x 2 credits in Career Technical Education (CTE), which must result in program completion and an industry certification
- x 2 credits in work- based learning programs (a student may substitute up to 2 credits of electives, including .5 credit in financial literacy, for work-based learning program courses to fulfill this requirement)

Students interested in this graduation pathway option are strongly encouraged to speak to a Certified School Counselor for additional guidance.

Award of a Cambridge Advanced International Certificate of Education (AICE) Diploma Option  
Section 1003.4282, F.S., defines the options for earning a high school diploma stating that graduation requires successful completion of either a minimum of 24 academic credits in grades 9-12, an IB curriculum or an AICE curriculum. To be considered for an AICE Diploma, students must earn the equivalent of a minimum of seven credits by passing a combination of examinations at either double credit (A Level) or single credit (AS Level).

Students interested in pursuing an AICE Diploma are highly encouraged to speak to their Certified School Counselor. The ability for a high school to offer the AICE Diploma option is contingent upon course and instructor availability.

CREDIT ACCELERATION PROGRAM (CAP) [F.S. 1003.4295(3)]



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### GRADE POINT AVERAGES (GPA)

Grade Point Averages are computed as both weighted and unweighted for specific purposes related to graduation, class ranking, athletic eligibility, scholarship opportunities, etc.

#### GPA for Graduation [F.S. 1003.4282]

The achievement of a cumulative unweighted grade point average of 2.0 on a 4.0 scale in the courses needed for graduation is required. All courses must be included in the unweighted GPA calculation unless the grade has been forgiven or replaced. Any course grade not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student's transcript.

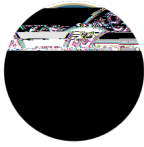
Schools may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements. The district's forgiveness policy is for the purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school or raise their GPA.

Schools do not have the authority to purge a student record to delete the first grade of D or F. Student records/transcripts cannot be altered at any time unless it has been determined that the information is inaccurate and in conjunction with written approval by the Superintendent and/or designee.

#### GPA for Participation in interscholastic and intrascholastic extracurricular activities [1006.15(2)(3)(a)]

Interscholastic extracurricular student activities are an important complement to the academic curriculum. Participation in a comprehensive extracurricular and academic program contributes to student development of the social and intellectual skills necessary to become a well-rounded adult. The term "extracurricular" means any school-authorized or education-related activity occurring during or outside the reg (y)1.6 8-.62 -1.2 (t)-td-7.7 (c) (l)]TJ0 v-9.8 (rri8- (o)0.4.9in-2 (c)-3.7 0.599 aT4 -0 0 11TJ-0.s4 (o)2.5( o)4s3))-45





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instruction is provided. In addition to the requirement for physical education, all K-5 students will be provided an additional 100 minutes of supervised, safe, and unstructured free-play recess each week so that there are at least twenty (20) consecutive minutes of free-play recess per day.

- x Grades 6-8: Section 1003.455, F.S., requires one semester of physical education each year for students enrolled in grades 6-8. Such instruction may be provided by any instructional personnel as defined in [s. 1012.01\(2\)](#), regardless of certification, who are designated by the school principal (K) [TJ0(e)0.7

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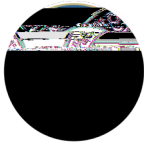
## STUDENT PROGRESSION PLAN



- x An official letter or transcript from a proper school authority that shows the record of attendance, academic information, and grade placement of the student;
- x Evidence of immunization against communicable diseases as required by Florida law
- x Evidence of date of birth as required by Florida law
- x Evidence of a medical examination completed within the last 12 months as required by Florida law;
- x Evidence of legal guardianship/custody, when appropriate; and
- x A complete disclosure form noting previous school expulsions, arrests resulting in a charge, and juvenile justice actions the student has had as required by Florida law.

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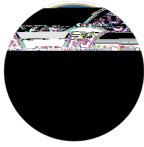


credits earned, age, and previous school records. All failing grades from classes taken in Charlotte County and all Florida public schools are subject to course completion recovery or credit recovery.

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### HOMELESS STUDENTS

Charlotte County Public Schools adheres to the McKinney-Vento Homeless Education Assistance  
Imiinhc(e)]TJ2y

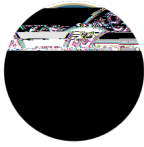


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(A) Attendance for a minimum of



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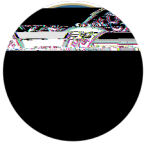
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**Financial Support** — School-related expenses shall be the responsibility of the sponsoring organization and the host family. The student or host family shall pay for lunches, admission to school activities, and commemorative items such as the yearbook, school ring, and cap and gown.

**Athletic Eligibility** — Students shall be governed by the Florida High School Activities Association rules and regulations regarding participation in interscholastic athletic competition.

**Transcripts/Graduation** — Upon completion of the stay in Charlotte County, the student shall be issued an official transcript of all work completed. To graduate and participate in the ceremony, students must have completed all graduation requirements of the Charlotte County Public Schools and the State of Florida. Transcripts from foreign countries shall be equated to Charlotte County Public Schools graduation requirements as closely as possible. The Assistant Superintendent for Learning will be responsible for determining that all gr85(i)0.snc.



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and restricts activities for an extended period of time.

### Eligibility for Hospital/Homebound

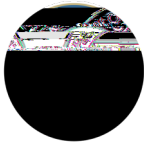
To be considered for hospital/homebound eligibility, a Florida licensed physician must certify to the following:

The student

- x is expected to be absent from school for at least 15 school days, or the equivalent on a block schedule, due to physical, psychiatric, chronic, or repeated intermittent illness from the date of the physician's referral;
- x is under medical care and following a treatment plan for the illness which is acute, catastrophic, or chronic in nature;
- x is confined to hospital or home;
- x is able to participate and benefit from an instructional program; and
- x can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.

### Hospital/Homebound Services

The Hospital/Homebound program is a temporary ESE service requiring an Individual Education Plan. The curriculum follows that of the regular school, accommodating the medical needs of the student. The instructional program is individualized for each student to complete core academic courses (ELA, mom



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English language.

x “Home language” or “nati



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students participating in interscholastic extracurricular activities must meet the same immunization requirements as students attending any non-home education program. In order to participate in extracurricular activities, the student must meet the following requirements:

- ✕ The student must register with the school his/her intent to participate in interscholastic extracurricular activities as a representative of the school before participation.
- x The student must be able to participate in curricular activities if that is a requirement of the extracurricular activity; The student must meet the requirements of the home education program, the residency requirements and the behavior requirements as other students;
- x A student who transfers from a home education program before or during the first grading period of the school is academically eligible to participate during the first grading period provided the student has a successful evaluation from the previous year; ineligible students need to successfully complete one grading period;
- x During the period of participation, the home school student must demonstrate educational progress in all subjects taken in the home education program by a method agreed upon by the parent and the school principal which may include the following:
  - o Review of the student's work by a certified teacher chosen by the parent;
  - o Grades earned through

