

II. PROMOTION AND PLACEMENT IN THE ELEMENTARY SCHOOL

A. Promotion, Placement, and Retention

1. Required Program of Study

The required program of study for elementary school grades in M-DCPS reflects state and district requirements, including the SSS, for elementary education as contained in the M-DCPS CBC. The following areas of study are required for each grade, K-5/6:

ELEMENTARY SCHOOL PROGRAM REQUIREMENTS

REQUIRED PROGRAMS		ADDITIONAL PROGRAMS
Language Arts (ESOL as appropriate)	Art	World Languages
Reading	Health	Spanish-S
Mathematics	Music	Home Language Arts -
Science	Physical Education	Haitian Creole
Social Science	Safety Education	Curriculum Content in the
	Recess	Home Language

- In grades K-5/6, 90 minutes of consecutive, uninterrupted, daily instruction in language arts/reading. ELLs are required to have the same instructional time as non-ELLs for language arts/reading. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, Haitian-Creole.

Tier 1 students (never retained but have an identified deficiency) will receive intervention services during the 90-minute block. Tier 1 students may follow the Tier 2 (retained once) required schedule for high risk students. Tier 1 students in grades 4-5, who are FCAT Level 1 or 2, must receive 30 minutes of intervention outside the 90 minute block. ELLs who have been in the ESOL program for less than two years, are an exception. These students will receive 150 minutes of Home Language Arts weekly.

Tier 2 students (retained once) are required to have an additional 30 minutes of intervention during the school day. Recommendations regarding the most appropriate intervention for ELLs who are Tier 2 are to be made through the action of the ELL Committee.

Tier 3 students (retained two times in the same grade) are required to have an additional hour of intervention during the school day. Recommendations regarding the most appropriate intervention for ELLs who are Tier 3 are to be made through the action of the ELL Committee. For strategies to assist Tier 1, 2, and 3 students in grades K-3 with reading deficiencies see Appendix D **(Required)**.

- In grades K-5/6, 150 minutes of weekly writing instruction with a minimum of 30-minute instructional blocks **(Required)**. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, Haitian-Creole.
- In grades K-5/6, 60 minutes of consecutive, uninterrupted, daily instruction in mathematics **(Required)**. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, Haitian-Creole.
- In grades K-1, 90 minutes per week of science instruction **(Required)**. In grades 2-5/6 150 minutes per week of science instruction **(Required)**. This instruction is to include a minimum of a 45-60-minute block of scientific investigations using the inquiry approach (science lab) once a week. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, Haitian-Creole.
- In grades K-1, 90 minutes per week of social science instruction **(Required)**. In grades 2-5/6, 150 minutes per week of social science instruction **(Required)**. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish, Haitian-Creole.
- In grades K-1, 40 minutes a week of art instruction provided by a teacher **(Required)**. In grades 2-5/6, 60 consecutive minutes a week of art instruction provided by the art education teacher **(Required)**.
- In grades K-1, 40 minutes per week of music instruction provided by a teacher **(Required)**. In grades 2-5/6, 60 minutes of music instruction provided by the music education teacher every week **(Required)**.
- In grades K-1, 150 minutes of weekly instruction of

physical education provided by a teacher **(Required)**. In grades 2-5/6, 150 minutes of weekly instruction of physical education provided by the physical education teacher. **(Required)**.

- In grades Pre-K through grade 5, 20 minutes twice per week or 15 minutes three times per week of recess **(Required)**.
 - In grades K-5/6, 150 minutes weekly of Spanish-S/Haitian Creole instruction **(Recommended)**.
 - In grades 2-5/6, 150 minutes weekly of World Languages - Spanish (formerly Spanish-SL) instruction **(Recommended)**.
 - In grades K-5/6, 150 minutes weekly of Home Language Arts for all ELLs **(Required)**. For ELLs, home language arts constitutes an alternative language arts program, and as such, may represent the comparable time required for intervention. Recommendations regarding the most appropriate intervention for ELLs who are Tier 2 (retained once) or Tier 3 (retained two times in the same grade), are to be made through the action of the ELL Committee.
 - In grades K-5/6, a minimum of 45 minutes daily of Curriculum Content in the Home Language for ELLs, Levels I and II, which can be scheduled as pull-out or in-class models. Both models must comply with SPP requirements **(Required)**.
 - Tier 3 time requirements may be modified in art, music, and social science with a minimum of 30 minutes each for art and music and 60 minutes for social science. This is because of the state mandate for additional time for Tier 3 intervention.
 - Dual Language Programs include: Extended Foreign Language (EFL), Bilingual School Organization (BISO), and International Studies (IS). All schools implementing dual language programs must provide a minimum of 300 minutes of language arts/reading/writing instruction weekly in the target world language. This may be accomplished by delivering a portion of the required language arts/reading or writing instructional block in the target world language or integrating writing in science/social science as needed in selected time blocks. In grades K-1, art and music instruction may be infused in the curriculum. Schools implementing Models B or C have flexibility of delivering *any* of the core subject areas in the target world language.
- Model A - 300 minutes weekly of instruction of

- language arts/reading/writing in the target world language (EFL).
- Model B - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of a core subject area in the target world language (EFL).
- Model C - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of two core subject areas in the target world language (BISO/IS).

Additional Requirements:

- African American history and culture (K-5)
- Hispanic contributions to the United States (K-5)
- Economic education (K-5)
- Substance abuse education (K-5)
- Human growth and development (including HIV/AIDS education) (K-5)
- Child abuse prevention education (K-5)
- Gun safety (K-5)
- Water safety, W.H.A.L.E. Tales (K-5)
- Internet safety (K-5)
- Pedestrian/bicycle safety (K-5)
- Computer literacy (K-5)
- Multicultural education (K-5)
- Women's contributions to the United States (K-5)
- Character education (K-5)
- Holocaust education (K-5)
- Sacrifices made by veterans in protecting democratic values (K-5)
- History and content of the Declaration of Independence and the U.S. Constitution (K-5)

2. Required Time for English Language Learners

The time ELLs are required to participate in basic ESOL instruction must be equal to the time non-ELLs are required to participate in the regular English language arts/reading program. This can be achieved through a combination of ESOL instruction in and participation in alternative language arts, i.e., Spanish-S or Haitian Creole Language Arts. Teachers providing any portion of the Language Arts/ESOL instruction must have appropriate certification and required training, i.e., ESOL endorsement.

3. Performance Expectations for Students in Grades K-5

Each student in grades K-5 must meet specific levels of performance in reading, writing, mathematics, and science. For each student who does not meet district or state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, must implement a school-wide PMP to assist the student in meeting state and district expectations for proficiency.

ELLs who are not meeting district and/or state student performance levels in language arts/reading/ESOL, and/or mathematics and have participated in the ESOL program for more than two consecutive years, must be involved in the school-wide PMP process as delineated in the PMP procedures. ELLs who have participated in the ESOL program for less than two years are to participate in the PMP assessments for monitoring progress only. They are not to participate in the PMP process.

Reading proficiency of recently classified ELLs must be assessed following procedures stipulated in the district's K-12 CRRP by the end of the first nine-weeks in an approved ESOL program. Students who do not meet grade level expectations in reading will be required to be included in the school-wide PMP process.

For students with disabilities, the IEP will constitute involvement in the school-wide PMP process.

4. Students with Substantial Deficiency in Reading Skills K-3

A student who exhibits a substantial deficiency in reading skills, based on results of locally-determined assessments as delineated in the K-12 CRRP, or by teacher recommendation, must have a PMP and be given intensive intervention immediately following the identification of the deficiency. The student must continue to be given intensive intervention as specified in his/her PMP, until the reading deficiency is remedied. For strategies to assist Tier 1, 2, and 3 students in grades K-3 with reading deficiencies, see Appendix D.

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

- that the child has a reading deficiency,
- a description of the services being offered,
- a description of the proposed supplemental instructional services,

- that the child must be retained if the reading deficiency is not remediated by the end of third grade or is exempt for good cause, and
- strategies for the parent to use in helping his/her child succeed in gaining reading proficiency.

In compliance with Section 1008.25, F.S., if the student's reading deficiency is not remedied by the end of grade 3 and the student scores Achievement Level 1 on the FCAT SSS Reading portion, the student *must* be retained, unless good cause is determined. The School Board may only exempt grade 3 students from mandatory retention for good cause as defined on pages 20-22. If the student is to be retained, the retention intervention strategies must be completed. (See Appendix C)

The law focuses accountability on reading proficiency at the end of third grade demonstrated by scoring at Level 2 or higher on the FCAT. If the reading deficiency of any student, including a student with disabilities, is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade 3, the student must be retained. The district may only exempt students from mandatory retention for good cause. Good cause exemptions are listed on pages 20-22 of this document.

A student in K-3 who exhibits a substantial deficiency in reading must be given immediate intensive intervention in addition to initial instruction addressing the specific areas of deficit. The student's reading deficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied.

5. Reading Enhancement and Acceleration Development (READ) Initiative K-3

In accordance with Section 1008.25 (7) (b) 7, F. S., schools must establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to:

- grade 3 students who failed to meet standards for promotion to grade 4
- each K-3 student who is assessed as exhibiting a reading deficiency

The READ Initiative must:

- be provided to all K-3 students at risk of retention as identified

by the statewide assessment system used in Reading First schools that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension;

- be provided during regular school hours in addition to the regular reading instruction; and
- provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
 1. assists students with a reading deficiency in developing the ability to read at grade level;
 2. provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 3. provides scientifically based and reliable assessment;
 4. provides initial and ongoing analysis of each student's reading process;
 5. is implemented during regular school hours; and
 6. provides a curriculum in core academic subjects to assist students in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved *Literacy Plan for Students With Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

For strategies to assist Tier 1, 2, and 3 students in grades K-3 with reading deficiencies, see Appendix D.

B. Activities Required Prior to Retention

1. Retention Determination Procedure

- Review student's educational progress. Students not meeting district or state performance levels in reading, writing, mathematics, and/or science must be monitored for progress following the procedures delineated in the school-wide PMP.
- Review of ELLs' educational progress follows the procedures delineated in the school-wide PMP. ELLs are expected to show progress toward meeting district and state performance levels, which may be demonstrated in either English or the students' home language.
- Conduct activities listed in Appendix C.
- Consider/conduct additional activities necessary to assist in this decision and improve performance.

- Submit a request for waiver (See Appendix H) to the Regional Superintendent for students that need to be retained, and for some extraordinary reason, the school has not been able to complete the intervention strategies required for retention.
- Use procedures that apply to students in middle school for students in grade 6 in elementary school.

2. Retention Implementation Requirements:

- Review the computerized report of students who are retained. The report is forwarded to each school once during the fall and once during the spring term.
- Assure that all strategies have been implemented.
- Plan and implement appropriate follow-up activities to reduce potential, subsequent retentions.

C. Successful Progression of Retained Third Grade Students

Each school must ascertain that the following guidelines, as specified in Section 1008.25 (7) (a)(b), F.S. are implemented:

- Retained students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.
 - This intensive intervention must include:
 1. effective instructional strategies,
 2. small group targeted interventions,
 3. participation in summer reading camp, and
 4. appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.
- Schools must:
 1. conduct a review of the student's progress as delineated in the procedures for the school-wide PMP for all grade 3 students who did not score above Level 1 on the reading FCAT and did not meet the criteria for one of the good cause exemptions,
 2. the review must address additional supports and services needed to remediate the identified areas of reading deficiency,
 3. ensure that a student portfolio is completed for each such student, and

4. provide students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency including:
 - a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and which may include, but are not limited to:
 - small group instruction,
 - reduced teacher-student ratios,
 - more frequent progress monitoring,
 - tutoring or mentoring,
 - transition classes containing grade 3 and grade 4 students,
 - extended school day, week or year, and
 - summer reading camps.
 - Students who are retained in grade 3 must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
 - In addition to required reading enhancement and acceleration strategies, schools must provide the parent of a student to be retained with at least one of the following instructional options:
 1. supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school,
 2. a “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading, and
 3. a mentor or tutor with specialized reading training. In the case of Schools in Need of Improvement (SINI), parents of students on free or reduced-price meals can be offered NCLB Supplemental Educational Services, delivered by state-approved providers.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved *Literacy Plan for Students with Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

D. Intensive Acceleration Class for Retained Third Graders

Each elementary school must establish, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at

Level I on FCAT Reading. The focus of the Intensive Acceleration Class is to increase a child's reading level at least two grade levels in one school year. The Intensive Acceleration Class must:

- Provide uninterrupted reading instruction for the majority of student contact time each day.
- Incorporate opportunities to master the grade 4 SSS in other core subject areas using a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist.
- Include weekly progress monitoring measures to ensure progress is being made.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved *Literacy Plan for Students With Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

E. Transitional Instructional Setting for Retained Third Graders

Each school must provide a student who has been retained in grade 3 the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of the reading deficiency. Students who are retained in grade 3 a second time must be placed in a 3/4 grade level combination to ensure that grade 4 curriculum is being provided in subject areas where the student does not have a deficiency.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved *Literacy Plan for Students With Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

F. Student Performance Standards

1. Assessment, Evaluation, and Monitoring of Student Progress

A student's proficiency and progress toward meeting the standards in reading, writing, mathematics, and science, must be assessed in order to monitor student progress and provide appropriate instructional programs and/or interventions. The standards for evaluating student performance and the specific levels of performance for each grade and content area must be considered in

this process. In addition to the determination of whether the student has attained acceptable levels of performance based on the established indicators, the evaluation of each student's progress must be based upon classroom work, district, school, and classroom tests; and other relevant information.

2. Specific Levels of Performance

The specific levels of student performance in reading, writing, mathematics, and science are listed in the chart, Student Performance Standards and Performance Levels, on page 63. The specific levels of performance on the FCAT were set by the Commissioner of Education.

Students at each grade level except grade 3 students, must meet at least one (1) or more of the district's indicators in each of the subjects reflected on the chart on page 63 or, students must meet the specified level of performance on the state assessments at selected grade levels.

If a student fails to meet all of the district performance indicators, i.e., scores below the specific level on all of the measures or if a student fails to meet the state assessment indicators or if the teacher judges that the student is not proficient, the student must be provided with appropriate interventions, and student progress must be monitored as specified in the school-wide PMP.

3. Specific Levels of Performance for Grade 3 Reading

The specific levels of performance on the FCAT required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Only the FCAT SSS, the Grade 3 Reading Student Portfolio, or an approved alternative assessment, may be considered for determining student proficiency. However, district assessments as delineated in the K-12 CRRP and other relevant academic information can and should be considered in the identification of the specific reading deficiencies, in designing the appropriate instructional interventions, and to monitor student progress.

Grade 3 students who do not score at Level 2 or higher on the Grade 3 FCAT SSS Reading portion *must* be retained unless exempt from mandatory retention for good cause. (Refer to pages 20-22 for the good cause exemptions and to pages 18-20 for specific procedures for retention). The levels of performance for the portfolio and the alternative assessments listed in the chart below for grade 3 reading have been set by the state as two of the good cause exemptions (Good Cause # 3 and # 4).

4. Student Performance Standards and Performance Levels, Grades K- 5*

K	<ul style="list-style-type: none"> FAIR 3rd administration score of .25 or higher per the FAIR Probability of Reading Success.
Reading Grades 1 -2	<ul style="list-style-type: none"> Stanford Achievement Test (SAT) Reading Comprehension percentile score at or above the 25th percentile (grades 1- 2, as available) or FAIR 3rd administration score of .25 or higher per the FAIR Probability of Reading Success
Reading Grade 3	<ul style="list-style-type: none"> Grade 3 FCAT SSS Reading Achievement Level 2 or higher; or Mastery of benchmarks on the Grade 3 Reading Student Portfolio (mastery consists of 5 acceptable demonstrations on each of the 8 benchmarks); or Passing score on a Florida Board of Education approved alternative assessment: ITBS (at or above the 50th percentile) or SAT-10 (at or above the 45th percentile).
Reading Grade 4-5	<ul style="list-style-type: none"> FCAT SSS Reading Achievement Level 2 or higher or FAIR 3rd administration score of .25 or higher per the FAIR Probability of Reading Success.
Writing Grades 1-5	<ul style="list-style-type: none"> M-DCPS Writing Prompt score (as available) of: <ul style="list-style-type: none"> Developmental Writing Stage 6, 7, or 8 in grade 1**; Score of “medium” in grade 2; and Score of 2.5 in grade 3, and score of 3 or higher in grades 4-5; or FCAT Writing score of 3.0 or higher (grade 4 only).
Mathematics Grades 1-5	<ul style="list-style-type: none"> Stanford Achievement Test, -10th Edition (SAT-10) Mathematics Problem Solving percentile score at or above the 25th percentile (grade 2 , as available) or FCAT SSS Mathematics Achievement Level 2 or higher (grades 3-5 only).
Science Grade 5	<ul style="list-style-type: none"> FCAT SSS Science Achievement Level 2 or higher (grade 5 only)

* Performance levels for Grade 6 students who are housed in an elementary school are found on page 70 of this Plan.

** See the M-DCPS K-12 CRRP