



MIDDLE SCHOOL STUDENT PROGRESSION PLAN (GRADES 6 ~8)

2024-2025

Mark Vianello
Superintendent of Schools



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- Advanced International Certificate of Education Program, dual enrollment (including career dual enrollment), and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to an industry certification (pursuant to s. 1003.492, F.S., or s. 1008.44, F.S.).
- Schools must use one of the [approved courses](#) to meet this requirement. Some of the approved courses are designated as yearlong. In those cases, the classroom teacher can determine which semester to implement the career and education planning standards.
 - A variety of performing & fine arts, career & technical and other ele (ec)8.28D13.4 (f)-5 (o.2 (h)4.9 (n9 (e(er)



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- e. The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- f. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American2o/11 Tw 25.554 0 T263651A14.6 (y



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- i. The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.
 - j. The elementary principles of agriculture.
 - k. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
 - l. Kindness to animals.
 - m. The history of the state.
 - n. The conservation of natural resources.
 - o. Comprehensive age-appropriate and developmentally appropriate K -12 instruction on:
 - o Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:
 - a. Injury prevention and safety,
 - b. Internet safety,
 - c. Nutrition,
 - d. Personal health,
 - e. Prevention and control of disease,
 - f. Substance use and abuse,
 - g. Prevention of child sexual abuse, exploitation, and human trafficking .
2. For students in grades 7 through 12, teen dating violence and abuse. This component must include but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abusive behavior, and community resources available to victims of dating violence and abuse.
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7. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs; and
8. Awareness of local school and community resources and the process for accessing assistance.

Substance Use and Abuse Education [SBE Rule 6A-1.094124]

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

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

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grade level and course for which a removed or discontinued material was used, as applicable. The report will also identify each material that was not removed or discontinued and the rationale for not removing or discontinuing the material.

The school principal is responsible for overseeing compliance with school district procedures for selecting and using non-adopted instructional materials and school library media center materials, including classroom libraries, at the school to which they are assigned.

For more information regarding these administrative procedures, please refer to the *Charlotte County Public School's Instructional Materials and School Library Media Center Policies & Administrative Procedures Plan*.

Career and Technical Education

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

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

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

Grade-Level Classification for State Assessments

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

Placement from Accredited Schools in Grades 6-8

Students enrolling in grades 6-8 from an accredited out-of-state or out-of-country public, private, or charter school shall be placed .8 (n)-5 (t oo)2.5 (r)3.7 (14 (F)12 /TT2 1 Tf -)1.(-)Tj s /TT4 1 .9 (i)-4. ff -tes ins /TT[

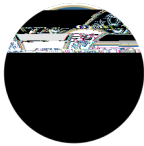


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- o Answer: Yes. Florida law requires a student to successfully complete three social studies, ELA, math, and science middle grades or higher courses, as specified in s. 1003.4156, F.S. The law does not make any exceptions for transfer students other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

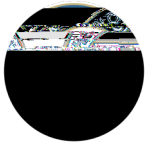


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Homework

Homework is an extension of learning and is important for improved student achievement. Each school is expected to have homework guidelines that align with the district's standards and expectations. The district's homework guidelines are available on the district's website.



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COURSE	EOC	<i>The EOC is always 30% of the final course grade & the grade earned in the course will be reflected on the high school transcript and will be included in the high school GPA.</i>
Passes	Fails	• The final course grade is included in the high school GPA • Credit in the course is awarded • In order to fulfil the mathematics assessment graduation requirements (Algebra 1 only), the student must meet any one of the following criteria: ▪ Pass the Algebra 1 EOC during a future administration ▪ Earn a comparative score, or ▪

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

- Supplemental Instruction/ Intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- Intensive, Individualized Instruction/ Intervention (Tier 3): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.
- Data from the results of formative assessments will guide differentiation of instruction and intervention in the classroom.

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

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

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

*Note: Remedial instruction is not in getnenTJ /TT2 1 Tf 0 TcSTJ /TT2 1 T1.9 (a) 5 (o)13.4 3 (s)-1.96es d slnnsru6



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remedial instruction is to be provided; and

- Identification of monitoring and re-evaluation activities to be employed.

Students will be reassessed at the



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and/or Mathematics.

Middle School Early Warning System Indicators

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

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0 Summative assessments-



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

State Grading Scale [F.S.1003.437]

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

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

Grade Point Average

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

Grade Point Average and Interscholastic Activities

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



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



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- assigned grade placement
- o Grades which reflect
 - mastery of performance standards as outlined in the state course descriptions
 - mastery of standards' levels in reading, writing, mathematics, social studies and science as appropriate; and
- Annual report of student progress towards achieving state and district expectations for mastery of standards in reading, writing, mathematics, social studies and science, based on results of district and statewide testing; and
- For ESE and ELL students, the report will include progress towards _____ of basal.4 (e)] 0 Tw (d)(s)

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

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



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

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

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

1. Student takes the course and earns a passing grade of "D" or better.*
2. A student who has already taken a course, but did not receive a passing grade, earns a passing but 1.63 - (Tc 0 Tw 1.478 0 Td () Tj -0 Td () Tj -07 (t 1.6j /t15.7 (t 1.63 - (Tc 0 Tw



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

- HOPE (Graduation Requirement) – 1 full credit
- CTC Career



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

Each middle school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options:
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